DOCUMENT RESUME

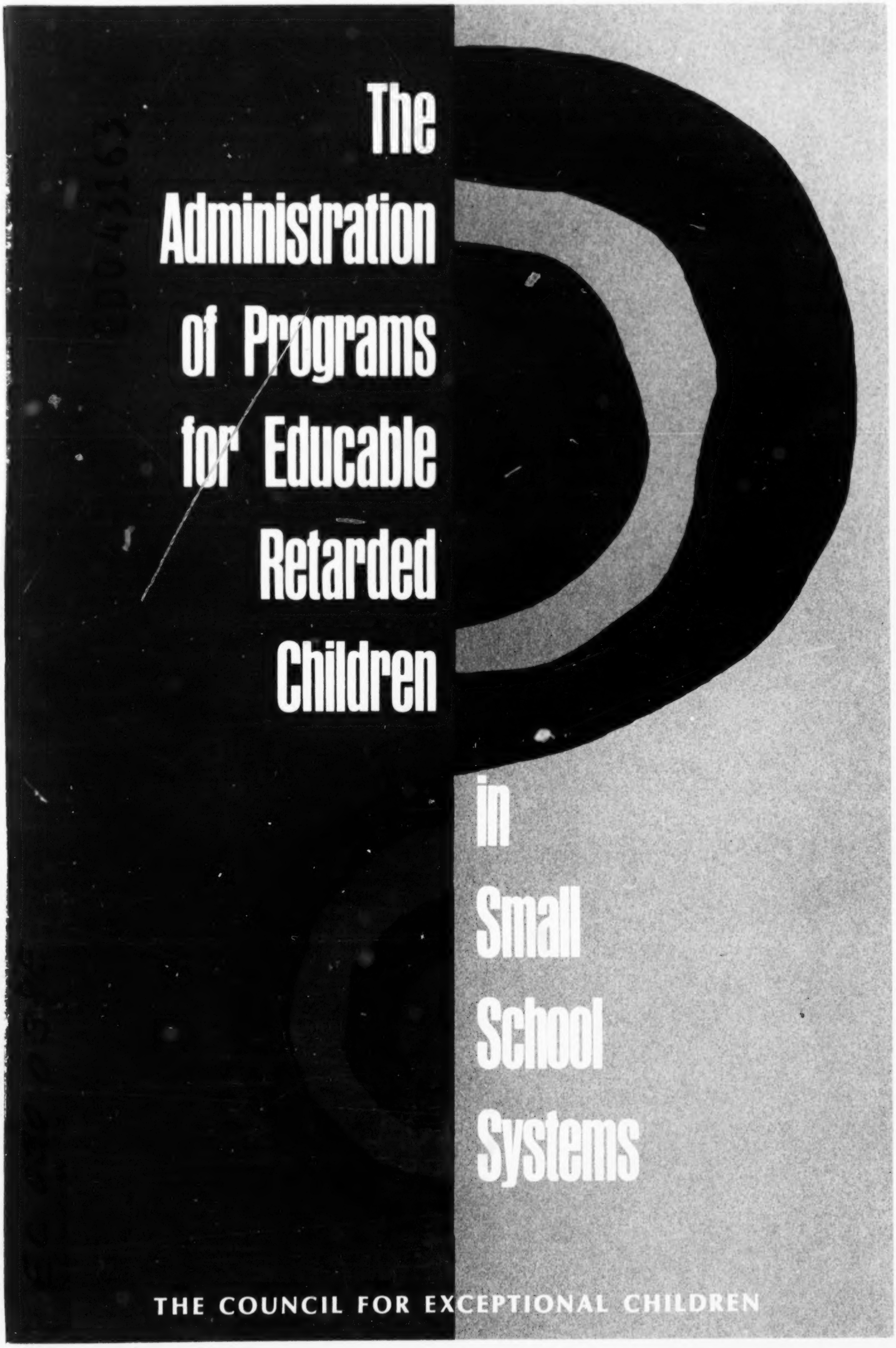
ED 043 163 EC 030 038

AUTHOR	Erdman, Robert L.; And Others
TITLE	The Administration of Programs for Educable Retarded Children in Small School Systems.
INSTITUTION	Council for Exceptional Children, Arlington, Va.
PUB DATE	70
NOTE	97p.
AVAILABLE FROM	Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($3.75)
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	*Administrative Organization, Administrative Policy, Admission Criteria, Class Size, County School Systems, Curriculum, *Educable Mentally Handicapped, Elementary Schools, *Exceptional Child Education, *Program Administration, Program Development, Rural School Systems
IDENTIFIERS	Small School Systems

ABSTRACT

Administrative concerns of programs for educable mentally retarded children in small school systems are discussed beginning with preliminary steps of program promotion and development of program rationale. The selection of children is explored in areas of screening methods, individual evaluations, implications of student characteristics, and criteria for placement in special classes. Also described are the organization of classes and related organizational problems along with the development of curriculum and program activities. Various programing approaches and organizational patterns provided include cooperative programs, contract services, intermediate units, itinerant personnel, summer programs, and work study programs. Appendixes contain listings of state associations for the retarded, the Special Education IMC/RMC Network, curriculum resources, resource texts, educational films, parent resources, suggested equipment and supplies, and sample forms to be used in special education programing. (RD)

ED043163



The Administration of Programs for Educable Retarded Children in Small School Systems

THE COUNCIL FOR EXCEPTIONAL CHILDREN

EC030038

ABSTRACTED - CEC ERIC

ED043163

The Administration of Programs for Educable Retarded Children in Small School Systems

Robert L. Erdman, *Chairman and Professor* of Special Education, The University of Utah

Kenneth E. Wyatt, *Chief*, Special Learning Problems Branch, Division of Training Programs, Bureau of Education for the Handicapped, US Office of Education

Harold W. Heller, *Chief*, Mental Retardation Branch, Division of Training Programs, Branch of Education for the Handicapped, US Office of Education

The Council for Exceptional Children
Arlington, Virginia

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY Council for Exceptional Children TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U. S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright 1970 by The Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202.
Library of Congress Catalog Card Number 72-134331

This book was revised by Kenneth E. Wyatt and Harold W. Heller in their private capacities. No official support or endorsement by the US Office of Education is intended or should be inferred.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Contents

Introduction v

1/The First Step 1

2/Selection of Children 5

3/Organization of Classes 17

4/Related Organizational Problems 29

5/Curriculum and Program 43

6/Programing Approaches 58

Appendix A
State Associations for the Retarded 68

Appendix B
Special Education IMC/RMC Network 71

Appendix C
Curriculum Resources 73

Appendix D
Resource Texts 76

Appendix E
Educational Films 79

Appendix F
Parent Resources 81

Appendix G
Suggested Equipment and Supplies 83

Appendix H
Sample Forms 86

Introduction

Special classes for the educable mentally retarded were first organized in the United States at the turn of the twentieth century; however, the program has experienced its most rapid development since World War II. The efforts of organized parent groups, the greater awareness of school officials to the problems of individual differences, and the increasing school population have all contributed to this development.

No longer are special classes for the educable retarded limited to large cities. Many school systems in rural areas and small communities are interested in establishing special education programs which might include classes for the educable mentally retarded. It was to help meet this need that this book was written, giving special attention to elementary school programs for the retarded in small and medium sized communities.

The book is arranged by chapters with each chapter designed to emphasize a major aspect in the initiation of a special class program at the elementary school level. An attempt has been made to make the material practical, and, at the same time, to identify some of the underlying principles involved.

According to Heber (1961), mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior. Adaptive behavior areas are identified as learning, maturation, and social adjustment. The American Association on Mental Deficiency notes that mental retardation describes the current status of an individual with respect to his current level of functioning and adaptive behavior. The individual may, therefore, meet the criteria of mental retardation at one time and not at another. A person may change his status as a result of changing social conditions or standards, or as a result of changes in efficiency with regard to his intellectual functioning. This latter change in efficiency will be viewed in accordance with the behavioral norms for the individual's respective chronological age group.

While the above definition is all inclusive, it is frequently subdivided into categories based primarily on intellectual impairment determined by intelligence test scores. Based on these IQ tests, most states define the educable mentally retarded as children who, in psychometric terms, fall in the approximate IQ range of 50 to 75. While this criteria is far from satisfactory, it is nevertheless a reality that the educator will have to face in establishing a program which meets state requirements.

Educable mentally retarded children are capable of academic learning, but will require special adjustments above and beyond those which can generally be provided in regular school classes. It can usually be expected that these children will become self supporting adults if they are provided appropriate educational and vocational programs.

1/The First Step

The original impetus for the program must be provided. An idea must be conceived, nurtured, given direction, and brought to fruition. This chapter attempts to examine some of the basic considerations involved in taking the first step toward building a plan. These considerations include (a) the development of the idea for a special class, (b) selling the program, and (c) the development of a rationale upon which to build the program.

Development of the Idea

The movement toward special classes for the retarded may originate in many ways. Most states have some statutory provisions regarding the school's responsibility for the education of the retarded. Some of this legislation is *mandatory* and some is *permissive* in character. In still other states, there may be a combination of the two depending on such determinants as the size of the school district, the number of children needing services, and whether there has been a formal request for such services. Mandatory legislation states that the retarded must be educated in the schools of the state, usually by means of special classes. If this form of legislation exists, the schools have no alternative but to establish special classes. At the present time, only 15 states have mandatory legislation for the education of educable mentally retarded children. There is evidence that several additional states will have mandatory programs in operation within 5 to 10 years. Permissive legislation makes the establishment of classes for the retarded optional, but financial inducements may make a positive option attractive.

Mandatory legislation is generally considered progressive and welcome in communities where individual differences of children are recognized and respected. Sometimes, however, schools become aware of the responsibility to retarded children only when pertinent laws are brought to their attention. Frequently, this occurs through counseling from state departments of education. It is preferable, of course, that the ideas and plans for the program originate within the local school staff as they attempt to provide sound educational experiences for all children. Because of other pressing problems, schools are sometimes reluctant to develop special classes even when other influences in this direction are clearly defined. When this occurs, the idea may originate outside the school organization through the efforts of parents, community and civic organizations, or state departments of education.

If the impetus for the movement originates outside the school system, the idea must be presented to the local school authorities. The development of interest and readiness is often difficult and requires groups of individuals to have the facts to support their proposals. Information concerning the types of children to be served in the program, the approximate number of children, and the program philosophy should equip them for an adequate presentation. Groups can usually secure help in obtaining this information from various agencies. Some of these agencies are: state departments of education, school systems which already have programs, The National Association for Retarded Children, The Council for Exceptional Children, the American Association on Mental Deficiency, The President's Committee on Mental Retardation, the Bureau of Education for the Handicapped, and similar organizations.

Groups may be so enthusiastic about beginning a program that their efforts become directed to only a small segment of the larger problem. This can be a highly undesirable situation which ultimately creates a barrier to continued successful operation of a program. For example, in one community all time and energy were directed toward the establishment of a special class at the elementary level. The groups in this community overlooked the fact that establishment of a special class was only one part of a much broader program. Factors such as screening the children, relating the special class to the rest of the school, and planning for the children after they leave the class were not considered. Occasionally, special classes have been established even before a qualified teacher was found. When this happens, matters may develop in a disorganized manner and the success of the entire program is threatened. A sound special class program can result only from careful, organized planning and forethought.

Successful programs for the retarded require the complete cooperation of parents, schools, and communities. Mere acceptance of the idea and single plans are not enough. Cooperation and mutual assistance in working toward realistic goals must characterize the behavior of all concerned.

Program Promotion

Initial planning must include attention to the problems of acceptance and cooperation in the school and community. All forms of communication media should be utilized. Newspaper articles can be written to acquaint the community with the need for a program. Radio and television programs can be developed and designed to reach a wide audience. Talks to civic, church, farm, and women's groups by well informed school personnel can provide a personal touch. Displays in libraries and store windows increase public awareness and understanding about mental retardation.

The support of the principal and other school staff members is essential for the success and maximum effectiveness of a special class. In large measure, the reactions of the adults in the school will determine how the retarded children are received by other students. If school personnel do not show evidence of cooperation, the wisdom of placing a special class in that setting must be questioned. This readiness in the school staff can be developed through staff meetings, teachers' conventions, and school committees.

The national organizations mentioned before and listed in Appendix A have reprints of articles, brochures, and bibliographies available for distribution. There are excellent films which focus on aspects of retardation and may be used for meetings and conferences. An extensive listing of such audiovisual materials is published by the Special Education Instruction Materials Centers listed in Appendix B.

Development of a Rationale

In a democratic society we are obligated to provide equal educational opportunities for all children. This does not mean that each child should receive exactly the same kind of education, but it does mean that each child is entitled to an education which will enable him to achieve to the maximum of his potential.

The ultimate objectives in the educational program for the retarded are the same as those set forth for all children: self realization, economic usefulness, satisfying human relationships, and civic responsibility (Educational Policies Commission, 1966). The educational objectives are the same, but for the retarded the method differs.

Occasionally people have questioned whether a special education program is really special or whether it is only a diluted regular school program. Kirk (1953) has discussed this issue, and he recognizes that some of the content and methods are the same as the regular school program. However, some unique characteristics of programs for the retarded were pointed out. According to Kirk, these special features fall into eight general categories: special class organization, special methods, clinical diagnosis, clinical teaching, extensive use of learning principles, systematic instruction, individualized instruction, and parent education. Each of these will be discussed in later sections.

Summary

Special classes for the educable mentally retarded may come into existence in a variety of ways. The idea may originate with groups of parents, teachers, community leaders, school administrators, or state supervisory personnel. To aid school districts in establishing these programs, legislation of either a mandatory or permissive nature has been enacted in most states.

Success of a special class program depends on its acceptance by the school system and community. A well planned program of public relations will help to achieve this goal. A successful special class program is also dependent on a sound rationale. In our society, there is an obligation to provide equal educational opportunity for all children, including exceptional children. Special classes represent one method of providing such opportunity.

The ultimate objective is similar to that for all children. The goals are the same, only the methods differ. A special class program for the retarded does include some content from the regular elementary program. It is special, however, because it involves methods, content, and materials especially designed for the retarded.

2 / Selection of Children

A major responsibility of special education is the identification of children who need special help. Parents, teachers, psychologists, physicians, nurses, clergymen, and social workers all may be involved. There is a moral responsibility for those participating in the evaluation of students to avoid hasty diagnosis and placement of children in special classes. Numerous cases can be cited where children were placed in special classes, labeled mentally retarded, and later were determined to be hearing impaired, emotionally disturbed, or culturally disadvantaged.

Often educable mentally retarded children are not identified until they enter school. Usually there are no physical stigma to identify these children. In addition, intellectual differences may not have been apparent in the home or on the playground. Not until the child enters school is the difference observed.

Some educable mentally retarded children will, on the other hand, be identified before they enter school. Some evidence of delayed growth may have been observed by perceptive parents or there may have been certain physical stigma present.

This chapter discusses the following facets in the process of selecting children for placement in a class for the educable retarded: methods of screening children in the classroom, procedures for individual evaluation, selected characteristics, and criteria for placement in the special class.

Methods of Screening

Screening in the classroom may be accomplished in several ways. Many school systems use a combination of teacher referral and a group intelligence testing program; both are indispensable parts of good screening procedure.

The success of teacher referral procedures depends on the teacher's awareness of individual differences. An inservice training program would introduce methods of pupil observation and acquaint teachers with the goals, objectives, and procedures of a program.

Teacher referrals of children are usually based on factors such as lack of readiness for academic work, slow academic achievement as compared with children in their own age group, or difficulty in social adjustment. Even though these factors are frequently characteristic of educable mentally retarded children in the regular grades, they also may be indicative of other problems. Children who are emotionally disturbed, socially maladjusted, or educationally retarded are frequently confused with the mentally retarded. Only a complete individual study is adequate for final determination of the child's ability status. When pupils who are nominated by teachers for special classes are given a complete examination, it may be expected that not more than one half will prove to be mentally retarded.

Group intelligence testing programs are also valuable as a screening device, although the results must always be verified by individual study. Many times retarded children escape attention when we depend upon informal identification by teachers, but some can be identified through group testing procedures. Usually, children scoring below an 85 IQ on a group intelligence test are considered eligible for referral to individual study. Occasionally children with even higher IQ's should also be referred for study when there appears to be a gross discrepancy between classroom and test performance. To insure the effectiveness of the group testing program, children should be tested periodically throughout the grades. Some school systems, for example, have adopted a plan of administering group intelligence tests in grades 1, 3, 5, and 7.

The names of children identified through these procedures are given to the person responsible for the special education program. Information, in addition to teacher observations and group testing data, which may be very helpful in the individual study of a child includes such things as home and family history, school records, and medical data. Persons making further studies of the child will usually want to maintain active liaison with the teacher to secure whatever information she has.

Individual Evaluation

After the initial screening, the next step is to make an individual study of each child. The diagnosis of mental retardation involves more than an IQ score. A complete study requires adequate time and a variety of professional skills. The evaluation should include five major areas:

1. Medical: To determine possible causation; present physical condition of the child; need for drugs, treatment, or therapy.
2. Intellectual: To determine the level of mental functioning in both verbal and nonverbal areas.
3. Social-emotional: To determine present level of social and emotional maturity, family history, and developmental history of the child.
4. Educational: To determine present level of academic achievement, past school history, and educational potential.
5. Environmental: To determine the effects of the child's socioeconomic or cultural status on his academic achievement or his behavioral functioning.

The most effective method of child study is a team approach which includes a doctor, social worker, psychologist, regular and special class teachers, parents, and other persons who have direct knowledge of the child. The team approach lends itself to a more complete and dependable plan for the future. The importance of a complete study of the child cannot be overemphasized. This is a stage in the program organization which carries potential dangers if not properly developed. Unless extreme caution and thoroughness are used in evaluation, there exists the danger of placing children with normal intelligence in special classes. Some communities place a variety of handicapped children in the class as a matter of expediency. This policy defeats the very purpose of the special class and is ill advised from all viewpoints.

A psychological evaluation involves more than administering and scoring of intelligence tests. Many injustices, to both children and parents, may result from a superficial approach to psychological evaluation. Every effort should be made to have qualified persons administer the psychological battery. There is a growing tendency for states to establish standards for the certification and licensing of psychologists. If a state does not have such standards, the state department of public instruction should help by outlining a study program to aid interested persons in becoming certified. Nearby colleges and universities would probably aid the administrator in designing a good program in psychological testing and evaluation.

Many states, through their state departments of special education, offer psychological evaluation services. School systems may be able to utilize this resource. In addition, colleges and universities may have psychoeducational clinics which serve the handicapped children of the area. To assure continued proper educational placement for retarded children, it is imperative that they be reevaluated regularly. In no case should an evaluation be considered final.

The interpretation and resolution of the obtained information is most easily accomplished by a screening process. In some states, a screening committee must convene before a child can be legally placed in any special program. The final decision for the implementation of the committee recommendation rests with the appropriate school official. Many school systems delegate the responsibility for ultimate placement to a director of special education, school psychologist, or school principal who may be qualified to perform this function. Well defined lines of authority will prevent many problems which can detract from the effectiveness of the program.

Provisions must be made for continuous reevaluation of any child placed in a special class. There is much evidence to suggest that under certain circumstances the rate and pattern of growth may change radically from what was observed at the outset. In some cases, these changes are great enough to indicate another placement may be advisable. Many successful programs for the retarded have adopted a policy of reevaluation at two year intervals. Teachers, alert to the changing needs of the child, would be given an opportunity to refer a child earlier if necessary.

Many times attempts are made to attribute specific and unique characteristics to the retarded. A closer look indicates that the differences observed between normal and retarded children are mainly of degree rather than kind. All children, including the retarded, are unique. Even though some characteristics are attributed to the retarded as a group, no one child may be expected to represent fully the "composite" picture. The following paragraphs describe those selected characteristics that have implications for special education programs.

Physical Characteristics

Physical or health related problems will often have serious implications for all other aspects of a child's development. Some observations indicate that the mentally retarded as a group are generally more prone to illness and have a greater incidence of physical handicaps. For this reason, a complete medical report should be provided and reviewed prior to the initiation of the other steps in the evaluating process. Such a precaution will often prevent unnecessary expenditures of time by other members of the evaluation team.

The physical development of retarded children for the most part parallels that of any comparable group of children; however, the rate of development may be slightly delayed. These attributes have varying degrees of significance for planning educational programs. A knowledge of physical handicaps is definitely significant because a child may need to be placed under medical care or be programed into services such as physical or occupational therapy. In addition, the teacher may need to employ certain or special educational techniques to facilitate more effective learning for these children.

Intellectual Characteristics

The sequential pattern of intellectual development observed in the retarded is very similar to that of children of higher intelligence; however, this development will be slower. The terminal (adult) intellectual status of the retarded child is likely to be below average. An intelligence quotient (IQ) does not, as some people believe, indicate the amount of intelligence but is simply an index of the rate of mental development in comparison to other children of the same chronological age.

For educational purposes, children with retarded mental development are generally described as follows:

IQ Range	*Classification*
75-90	Borderline or slow learner
50-75	Educable retarded
30-50	Trainable retarded
30 and below	Totally dependent

In most states children are considered eligible for placement in a special class for the educable retarded if their IQ's are between 50 and 75. Many times children with IQ's slightly below 50 or above 75 could profit from such special education, and they should not be excluded simply on the basis of rigid IQ limits. The final decision should be based upon a composite study of the whole child to judge whether he would profit from special class placement. The IQ is definitely not the sole determinant.

Social Emotional Characteristics

Evidence suggests that, generally, the social emotional development of the educable retarded follows the same sequential patterns found in any group of children. Most of them will become socially and vocationally competent citizens.

The social emotional development of retarded children may appear confusing because at times it reflects the chronological age and at other times the mental age; for example, a retarded child of twelve may reject reading from a first grade reader because he considers the content babyish. At the same time, his own behavior in social situations may be similar to that of a first grader. The teacher must exercise judgment in selecting learning materials which are appropriate to the child's social emotional development if the interest of the child is to be maintained.

Two specific patterns of behavior are frequently identified in retarded children. A low level of frustration tolerance may be observed in situations in which they have previously experienced failure or confusion. Symptoms such as becoming easily discouraged, showing no effort, or reacting in an aggressive manner may be observed.

A highly negative self concept is frequently associated with low frustration tolerance. Attitudes toward learning can become negative and the learning process can be impaired because retarded children perceive themselves as failures. Patterns of behavior must be considered in program planning. The teacher must understand the child before attempting to teach skills or concepts. If the teacher does not understand the child, negative attitudes may replace the more positive ones the child already has. Serious attention must be directed toward helping the child perceive himself and the classroom situation positively.

Educational Characteristics

Within an educational context, the educable mentally retarded, as a group, generally tend to display the following special characteristics:

S—Slower rate of learning
P—Poor language ability (both receptive and expressive)
E—Encounters difficulty with abstractions
C—Creativity and originality abilities are poor—tend to perseverate and to resist change
I—Incidental learning fails to be an effective mode of learning
A—Ability to transfer and generalize is poor—attention span is short
L—Lowered tolerance for frustration and failure

Like all people, the retarded child learns best through meaningful experience and application. The retarded child will have his greatest success in learning concepts and information of a concrete nature. He will be able to make limited generalizations but usually will require direction in a step by step process. It usually takes a longer time for him to verbalize and it requires considerable repetition. The retarded child's limited attention span necessitates shorter and more varied work periods.

Generally the amount of curricular adaptation necessary for the retarded child cannot be effectively accommodated within the regular classroom. As a result, a special education program must be formulated which facilitates the needed curricular adaptation. The adaptive program will stress an individualized instructional plan for each retarded child based upon the severity, number, and types of the special characteristics that he or she displays.

The educable mentally retarded child's capacity for learning is thus not only affected by his own abilities and characteristics, but is also greatly dependent upon the educational program provided him. Unless the special characteristics which act as inhibitors to learning can be effectively accommodated in an educational setting, the real learning potential of the retarded child may never be fully realized.

Environmental Characteristics

Recently published reports (PCMR-68) point up certain facts pertaining to the incidence of mental retardation in low income rural areas. Three-fourths of the nation's mentally retarded are found in the urban and rural slum settings. Children in low income rural families are 15 times more likely to be diagnosed retarded than those from higher income families. In part this may be explained as due to the greater numbers of birth complications with women who have had no prenatal care and the higher incidence of premature births which occur among low income women.

Of perhaps greater consequence, however, is the fact that the child from the low income family often arrives at school lacking either the experience or skills necessary for systematic learning. Functional retardation in language and in the abstract thinking required to read, write, and count is common; and the problems appear to become even more severe as the child progresses through his school career unless appropriate steps are taken to overcome these deficiencies.

Illness, poor diet, maternal deprivations, or hereditary factors may result in true and persistent mental retardation. Intellectual starvation, on the other hand, may deprive the child of an opportunity to learn to behave in other than a retarded manner. It is essential that school authorities become aware of these possibilities, and that a conscientious effort is made to determine whether the condition might be remediated so that the child's program can be designed accordingly.

Criteria for Placement in Special Class

While certain criteria are generally recognized, it is difficult to make iron clad rules about special class placement. As an aid in selecting children for placement in special classes, the Report on Study Project for Trainable Mentally Handicapped (1954) lists some behavior characteristics of typical educable mentally retarded children:

1. They are able to learn up to fourth grade subject matter by the age of sixteen.
2. They do not begin to learn to read or to understand formal arithmetic until some time between nine and twelve years of age.
3. They develop mentally from one-half to three-fourths as fast as an average child.
4. Their progress in school is likewise about one-half to three-fourths the rate of the average child. If they begin to learn to read at the age of ten, they probably can gain three or four grades in the next six years.
5. Although their vocabularies are limited, their speech and language will be adequate in most ordinary situations.

6. In most instances they can learn to get along with people.
7. They can learn to do unskilled or semiskilled work and can usually support themselves at the adult level.

These characteristics are representative of educable mentally retarded children. Differences in such characteristics, as previously mentioned, will differ among mentally retarded children in degree. Further, since the above are group characteristics, individuals within the broad range of educable mentally retarded may possess any one or a combination of these characteristics, or in some cases, none of them.

Decisions about particular children should rest on the best professional judgment available. In addition to the criteria for placement noted above, there are other practical considerations which should be examined before a child is enrolled in a special class:

1. Will the available special class placement offer a better program than the child can get in the best possible regular class placement? Is the special class teacher really well qualified to provide the kind of instruction needed, and is the teacher temperamentally suited to the needs of this specific child?
2. Will the benefits which the child will receive in the special class offset the possible negative aspects which can accrue, such as the labeling or stereotyping of the child, rejection by his "normal" peers, community separation, or long bus trips to and from the special facility?
3. Are the parents sufficiently understanding and accepting of the placement, so that they will not consciously or unconsciously impede any progress made in the special program?
4. Can sufficient assurance be given that the child will be able to remain in an appropriate special program for as long as necessary, or that he will be able to return to a regular class situation as soon as it is determined to be more beneficial.

Because persons responsible for placing children in special classes will continually need to distinguish between the educable retarded and the trainable retarded, a pattern of behavior characteristic of the latter (Illinois Report) is also included:

1. They are capable of eventually learning self care in dressing, undressing, eating, toileting, keeping clean and in other necessary

skills which will make them independent of their parents in the regular routines of living.

2. They are capable of learning to get along in the family and in the immediate neighborhood by learning to share, respect property rights, and in general to cooperate with their families or with neighbors.
3. They are capable of learning to assist in chores around the house or in doing a routine task for some remuneration in a sheltered environment and under supervision.
4. Their mental development is approximately one-quarter to one-half that of an average child.
5. They are generally not capable of learning academic skills such as reading and arithmetic beyond the rote learning of some words or simple numbers.
6. Their speech and language abilities are distinctly limited.
7. They can eventually learn to protect themselves from common dangers.
8. They will require some care, supervision, and economic support throughout their lives.

Occasionally there will be educable mentally retarded children who have additional problems such as extreme social maladjustment, emotional disturbances, deafness, blindness, or physical handicap. Whether these children should be placed in classes for the retarded is contingent upon many variables. Many communities with no provisions for the multiply handicapped follow the principle of placement based on the handicap which is most pronounced; for example, a deaf child without developed speech and language would probably profit more from placement in a class for the deaf rather than a class for the retarded. Some multiply handicapped children can be placed in classes for the retarded if the allied handicap does not interfere with the child's potential adjustment in the class.

Summary

The selection of children for placement in special classes is an important facet of the total special education program. Proper placement can result only when there is thorough group screening, a comprehensive individual evaluation, an understanding of the characteristics of the retarded, and workable criteria for placement.

Teacher referrals and group intelligence testing are two indispensable aspects of a good screening program. The teacher's observation of behavior in the regular classroom can enable a school system to save time and money on a group test by identifying the children most in need of an individual evaluation. It is generally a good policy to refer children with group IQ test scores of 85 or less for an individual evaluation. Occasionally children with slightly higher IQ's should also be referred if their academic or behavioral performance is questionable.

An individual evaluation allows an intensive study of a particular child. The study should include an evaluation of the medical, intellectual, social emotional, enviornmental, and educational aspects of the child's growth and development. The importance of qualifications of the individuals responsible for the evaluation should not be minimized; and particular concern should be given to the person conducting the psychological evaluation.

After the various individuals have completed their parts of the study, they should have an opportunity to sit down as a team and discuss the case. Because of limited staff and time, communities may need to develop a modified approach to child study. If this occurs, they should attempt to have this phase of their program grow in the direction of a more comprehensive plan. Much confusion and misunderstanding can be prevented by having well defined lines of authority for making the final decision about special class placement.

Evaluation is an ongoing process and every attempt should be made to have each child reevaluated at least once every three years; however, the teacher may request a reevaluation of some children before this time. At no time should placement of a child in a special program be considered final.

Observed differences in behavioral characteristics between retarded and normal children are mainly of degree rather than of kind. Even within the retarded group, wide variation is found. Much of the evidence to date suggests that the physical, intellectual, and social emotional patterns of development in the retarded parallel those of children of higher intelligence; however, differences are observed in the rate of development and the ultimate level attained. In addition, the discrepancies in growth patterns, physical and intellectual, may create adjustment problems.

A well defined, workable set of criteria which will serve as a guide for special class placement should be evolved. Usually these criteria are based on factors such as mental, social, academic, achievement, speech and language development. In most cases children considered eligible for special class placement will have IQ's between 50 and 75.

3 / Organization of Classes

The successful organization of classes for educable mentally retarded children at the elementary school level involves many factors, each of which deserves serious consideration. Some of these factors are (a) number and level of classes to be established, (b) class size, (c) location of class, (d) transportation, and (e) integration of the class into the elementary school program. Each of these is discussed in this chapter.

Number and Level of Classes

The number and age of retarded children in the school area will obviously determine the number, level, and type of classes to be established. A typical community can usually anticipate that approximately 2 percent of its school age children are eligible for placement in a special class. Thus a community with a total school population of 750 children could expect to identify 15 or 16 educable retarded children. A community with a school population of 2,000 could expect to identify 40 retarded children.

While 2 percent may be characteristic of a typical community, it should be noted that the figure may change significantly depending upon socioeconomic factors. In high income areas, less than one percent may be considered mentally retarded; whereas in very low income areas, this figure may reach 7 percent or higher, particularly if the functionally retarded are included. The following estimated rate of retarded children may be observed within communities of varying socioeconomic levels:

	Estimated Rate per 1,000 School Age Children	
Level of Community	*Educable*	*Slow Learner*
Low	50	300
Middle	25	170
High	10	50

Kirk (1962)

Special classes for the mentally retarded follow several organizational patterns. The most desirable pattern is homogenous grouping according to chronological age and achievement level. Classes are usually established at two levels in the elementary school: primary and intermediate. The primary group would consist of educable children between the approximate ages of six and ten; the intermediate class, of children between ten and fourteen. The suggested age limits are relative and can be modified to meet individual situations. Often a community will wish to establish only one class for the elementary school level in the first year. The question then arises "At which level should we begin?" Factors such as the number of children awaiting placement at one age level or another, preference of the special class teacher, or the type of room or school available will determine the level of class first established.

Many school systems establish the first class at the intermediate level for the following reasons:

1. It is within this age group that the repeated academic failures or social problems of retarded children in regular grades reaches a critical point.
2. Teachers tend to become more aware of their inability to meet the retarded child's needs, and are more apt to make referrals at this time.
3. Some seem to feel that it is more comfortable from a public relations point of view to start the classes at this level, since the special class more closely resembles the regular class instructional program at this point.

Within a year or two, when the intermediate class is well established, a primary class may then be opened. However, some school systems prefer to begin the first class at the primary level. If special education for the retarded is to be a total and complete program, it is important that the children be identified early in their school careers.

There is, in fact, research completed which indicates that certain forms of mental retardation may be prevented or lessened by providing a satisfactory intervention program at the preschool level for children from high prevalence areas. School failure in the regular grades may be minimized if the retarded can be put into a school program designed to meet their special needs from the very beginning. An intermediate class is then established the following year so that the program may be a continuous one.

Very small school systems may have only enough retarded children to establish one special class in the elementary school range. When this situation exists, an ungraded class may be established for children six to sixteen. Although this approach may not be as advantageous as a more homogeneous class, it does provide a special program for retarded children. If, after a period of years, there appears to be a need for a second class, the school system should give serious consideration to a plan allowing for more homogeneous grouping.

It is important to point out here that the special class may not be the ideal solution to providing services for educable retarded children. A strong case can be made for the employment of resource room teachers or itinerant teachers to provide programs for the special child. In such programs, the resource or itinerant teacher works cooperatively with the regular class teacher, in whose room the retarded child remains, to modify the lesson plans so as to include the child in class activities of a meaningful nature. The special teacher may also take the child from the room for periods of individualized instruction if the regular teacher lacks either the skills or time to meet a specific need of the child.

Sometimes small communities (under 5,000 population) organize a special education program on a county plan. A given community in the county is designated as a special class center and retarded children from throughout the county are transported to this center. It is desirable that the center be in a regular elementary school. However, some counties find that the elementary schools in their communities are too small to accommodate a special unit and build a special school for retarded children. In cases where an entire county cannot be organized, interdistrict cooperation may be possible, and is becoming increasingly common. Examples of these organizational patterns are presented in Chapter 6.

If the special class program is to be effective in helping the children attain social and vocational independence in adulthood, it is imperative that the special class program be extended into the secondary schools. This will enable the retarded adolescent to be with his peers and to take part in a program designed to aid him in adjusting to the social and vocational aspects of his life.

Work study programs provide a means by which the retarded child at the secondary level can continue to receive needed instruction in pertinent academic subjects, while at the same time preparing for future employment in a practical work situation. In many areas, such programs are being established in cooperation with personnel from state vocational rehabilitation offices.

Many small school systems conduct summer programs for retarded children. These programs are designed to continue skill development, minimize summer let down, and provide social and recreational experiences at a time that might otherwise be difficult for the child.

Class Size

The number of children to be enrolled in a special class may be determined by state law or regulation. Some states specify that the class size shall not exceed 15 children, or state financial aid will be withdrawn. Other states only suggest a limit. Some states also specify a minimum enrollment.

Through practical experience, workers in special education have found that a class of 15 children is the optimum, and most communities have attempted to remain within this limit. This does not, of course, imply that if the class size is 16, instruction will be seriously impaired. The point to remember is that the group should be large enough to permit the children to obtain the benefits of participation in a group situation, but not so large and cumbersome that individualized instruction is no longer possible—this would defeat the purpose of the class.

Another consideration in class size is the age of children. The younger the children, the smaller the class should be. This is a sound principle, since younger children need more personalized attention and have more problems in group adjustment.

Other considerations in determining class size should include the ability level of the children enrolled. As a rule, the lower the ability of the children, the smaller the class should be, since a greater amount of individual attention will be required. If a number of the children also have behavior or physical problems, this too will tend to limit the number of children who can be placed in a class. The administrator should also keep in mind that the experience and capabilities of the teacher will be a variable in determining the optimum size of the class.

If the teacher can be provided with a teacher aide or assistant, more children may be accommodated in the special class.

There is a great deal of variability in the manner by which special education programs are financially supported by state education agencies. Some special classes are given reimbursement on a unit or teacher basis, provided that the classes do not fall beneath a certain enrollment level. In other states, reimbursement is based on the number of children certified as eligible for special education services, or on the average daily attendance of children in the class or program. The administrator should familiarize himself with the prevailing regulations within his state, since this may make a difference in the number of children that can economically be enrolled in the special program.

Some communities practice the policy of not enrolling the maximum number of children when first establishing a new class. A beginning can be made with 6 or 7 children. Since many of the retarded children coming into the class have a history of school failure and difficulty in group adjustment, this permits the teacher to establish a working group under optimum conditions before bringing the class to maximum size. This practice enhances the security of the children and aids the teacher in group control. If a minimum number of children is required for a class to be eligible for state aid, school systems will want to observe this requirement. Usually a policy of gradual organization is permitted and encouraged by state departments of public instruction.

Location of the Class

The location of the special class is an important factor in its effectiveness. Most classes for 6 to 10 year old educable mentally retarded children are housed in regular elementary schools. This practice permits the retarded children to become a part of, rather than apart from, the regular elementary education program. It also helps the other children to learn about and understand individual differences in people.

When the student population of the special class becomes large enough to warrant another class, administrators must decide whether the classes should be housed in one or more schools. The decision, of course, should be based on what appears to be best for the greatest number of children. Placement in separate schools may be more desirable if the students are geographically scattered. The age range of the students may justify one class at the elementary level and another at the intermediate. When more than one class is needed at any given level there may be advantages or disadvantages in keeping the classes in one school. The most frequently cited advantages are that it may simplify transportation; it may permit team or shared teaching assignments by the teachers and decrease the feeling of isolation sometimes experienced by special teachers; it facilitates orientation of substitute teachers especially since one of the permanent special teachers will generally be available to assist the substitute and provide information concerning the characteristics of the children, the class routine, and lesson plan continuity. A secondary advantage in centralizing classes for the educable retarded is that it may make it somewhat easier to schedule the services of specialists such as psychologists, social workers, consultants, or other personnel needed to provide a quality program.

One of the disadvantages sometimes raised is that when all classes are in one school an effort must be made to avoid stigma. Other children may redicule the retarded children simply because they go to a separate school. This can easily form a barrier to the complete acceptance of the special class students. Centralizing the classes also means that some students may have to travel greater distances. Placing all classes in a single school may also result in an overload in the available space within that school. The same amount of classroom space will be needed for these classes even though only about half the usual number of children will occupy the classrooms. Finally, it is sometimes felt that by centralizing the classes, regular class students in other schools are denied the opportunity to know and understand children with retarded mental development.

The advantages of placing special classes in an elementary school will not be realized simply by physical location. All too often communities have assumed that a smooth and effective program of integration would result from mere building and placement arrangements; however, they have learned, much to their disappointment, that the latter is not a spontaneous result.

To achieve the purposes and goals of special classes, some important and practical considerations must be taken into account before selecting, locating, and establishing the class in a building. First, the administration and faculty should be willing to have the class in the building. They should be helped through inservice meetings to understand the purposes of the class and to realize that the special education class and teacher are an integral part of their building and program. Second, the teacher of the special class should feel that he has as much responsibility toward the regular elementary school children and their programs as other teachers have toward the special class program. Many special class teachers have achieved this by being particularly diligent and responsive in assuming school wide responsibilities; for example, the special class teacher may assume responsibility for safety patrols, audiovisual aids, or teacher welfare committees. Third, it is most important that parents and neighbors have opportunities to learn about retarded children. In some cases, the negative attitudes of some parents of other children or of people in the neighborhood have interfered with successful functioning of the special class. A carefully developed public relations program can be effective in creating positive attitudes within these groups. Movies, discussion groups, speakers, and informational literature are just a few of the approaches that can be used in an effective public relations program.

After the building is selected, the next important problem is the location of the class in the building. The placement of classes for mentally retarded children deserves as much consideration as the placement of classes for other children. The special class should not be relegated to whatever room is left after other groups of children have been placed. To a certain extent, the degree of overcrowding in a school system will dictate how selective one can be in deciding upon a room or even a building; however, a sincere effort should be made to find fully adequate housing so that the teacher will be able to conduct the program in an effective manner.

Listed below are questions which suggest some of the criteria to be considered in evaluating a room for the special class.

1. Is the room easily accessible to the children?
2. Is the room large enough to provide ample space for group activities, projects, and displays, as well as for the formal work of 15 retarded children?
3. Are toilet facilities within easy access of the room?

4. Is there a sink in the room or within a very short distance of the room?
5. Are there storage facilities for books, materials, games, and supplies?
6. Does the room have adequate ventilation and light?
7. Are there sufficient chalkboards and bulletin boards in the room?
8. Does the room lend itself to flexible furniture arrangement?
9. If necessary, could equipment for a small cooking, sewing, or woodworking center be added?
10. Are there facilities to hang and store children's outdoor clothing?
11. Does the room have enough accessible exits in case of fire and other emergencies?
12. If the room is located above the first floor, have precautions been taken to guard windows and stairwells?
13. Does the classroom make provision for the utilization of educational technology and media resources?

If the answers to most of the questions are affirmative, the room would probably meet the needs of a special class. It should be noted that many states have specific criteria relating to these questions. It is advisable, therefore, that the administrator become familiar with those criteria before selecting a room for the special class.

Another problem that frequently perplexes administrators is what to call the special class. Names such as opportunity room, special class, and special help room have been used. All of these have certain negative implications. Because of the potential dangers of labeling, many systems have adopted a policy of referring to the special class in the same manner as they do other rooms in the building. They refer to Room 204 or Miss Brown's room. This approach does not directly identify the room as something unique or different. However, it is unlikely that the true educational purpose of the room can be totally disguised. Some administrators, therefore, prefer to take a very straightforward approach and identify the program in accordance with its specialized function.

Transportation

If the special class serves a wide geographical area, it will be necessary for the children to be transported to school. The method used in transporting the children will vary according to the number of children, their age, the distances, and the type of transportation available. School buses, station wagons, taxicabs, public buses, and private automobiles have all been used. If children must travel distances of 15 to 20 or more miles to school, it is essential to find an efficient method. Many times children are fatigued by the time they arrive at school and are not able to profit fully from the special program.

Time may be a far more critical index than miles in determining the maximum limits of the available transportation system for children in special programs. If possible, trips of more than 30 minutes one way should be avoided, especially for younger children.

Unless attention is given to this problem, it will not be uncommon to see a transportation system controlling the educational program for special program students. Older children may be forced into a school day which is much too short for maximum effectiveness, and denied the valuable socializing activities that may take place before or after classes. Younger children, on the other hand, may be compelled to remain in school far beyond the time that they can be expected to engage in productive activities. A few school districts have been experimenting with buses equipped as mobile classrooms so that educational activities can be carried out with the special program children during time formerly spent in traveling.

In many states the cost of transportation for a retarded child is covered by state aid. School districts will want to check their own state regulations in this regard. Regardless of the type of transportation used, the administrator is advised to be sure that adequate insurance is carried to cover any contingency.

Integration of the Special Class into the School Program

If the special class is to become an integral part of the school, efforts in this direction must be made. Acceptance and integration of the special class students usually increase with time, but only if there is wholehearted cooperation by all persons involved.

The philosophy of integration is based on the premise that mentally retarded children can profit from participation in many activities with other children in elementary and secondary school programs. This participation aids the retarded in adjustment to the world in which they must live. In return, interaction with retarded students serves as a primary lesson in human relations for other children in the school by promoting respect for, and understanding about, individual differences.

Successful integration is predicated upon the correct time, situation, and personnel. The special class teacher will have to be perceptive about the type of integrated situations with which her children can cope successfully, and at what pace. Integration in new programs should begin slowly and increase after some success has been achieved.

The administrator must not be misled into thinking that merely by establishing a special class in a regular school will integration automatically take place. A conscious effort must be made to to see that special class children have interaction with those from regular classes. Activities such as sharing recess and lunch periods and arrival and dismissal time represent logical beginning points. As the program moves along, the special class children can participate in assembly programs, field trips, school picnics, and school parties. In addition, special class children can participate in certain classes such as home economics, shop, or music. Occasionally retarded children may be able to serve as hall monitors, safety cadets, or projectionists for movies. They should also be given an opportunity to participate in activities such as student council, school newspapers, special interest clubs, school bands, and other related extracurricular events.

Summary

Successful special class organization for the retarded at the elementary and secondary levels is dependent upon thoughtful consideration of factors such as the number and level of classes to be established, location, size, transportation, and integration of the class into the total school program.

Generally, a community can anticipate that about 2 percent of its school population is eligible for special class placement; thus, the number and level of classes to be established is dependent upon the size of the community. The most common form of special class organization at the elementary level is to place retarded children between the ages of 6 and 10 in a primary group and those between the ages of 10 and 14 in an intermediate group. Small school systems may do well to consider programs for the educable retarded which do not require special class placement. This can, in some cases, be accomplished by utilizing itinerant or resource room teachers.

Frequently in initial program development a community can establish only one special class. School leaders are then confronted with the choice of where to begin. Some communities have inaugurated their special class at the intermediate level because it was there that the greatest need appeared. Others have begun at the primary level because of their desire to begin building a sequential program for the retarded through placement of the children at an early age.

In small communities or in rural areas there may be a limited number of retarded children in any one age group. When this occurs, an ungraded special class can be organized to provide for children ranging in age from 6 to 16; however, this should be avoided if at all possible. Sometimes it is possible for small communities within reasonable geographical proximity to employ a cooperative arrangement in the development of a special class program.

State laws concerning special education for the retarded may specify or merely suggest the number of children to be enrolled in a special class. Most states consider 15 to be a maximum enrollment at the elementary level. Some states also specify a minimum enrollment of 6 or 7 children. As another guide in determining the number of children in a class, successful special class programs have recognized that the younger the children, the smaller the class size should be.

Ability level of the children, the incidence of behavioral and physical problems, and the proficiency of the teacher are other factors which must be considered. State reimbursement patterns may also play a role in determining class size. Some programs elect to build toward maximum enrollment by placement of children over a period of time, rather than by placement of all of the children in the class at once.

If possible, special classes should be housed in the same building with regular classes. This helps identify the special class as a part of the total school program. It also provides opportunities for common experiences between the retarded and other children in the school. Success of the special class in this setting is largely dependent upon an understanding attitude of school administrators, teachers, and parents. If housing of a special class in a regular elementary or secondary school is not possible, opportunities should be provided to have the retarded children share experiences with children in other schools to the maximum extent possible.

Selection of a location for a special class in a building should be based upon the needs of the programs and the readiness of the school's staff and administration to accept the mentally retarded. Selection should seldom be based solely on administrative expediency. As much time and consideration should be given to this task as are given when placing any other class. The name of the class should be in positive tones and in harmony with the system of identifying other classes in the building.

In starting a second class, the decision as to whether to place it in the same or a different physical setting than the first will depend upon such factors as the geographical distribution of the students, the availability of adequate transportation, the receptivity of the staff and student body, and the availability of a desirable classroom.

In many special class programs it is necessary to transport the children to the class from a wide geographical area. An efficient time-saving method should be employed for transportation. In no case is it desirable to have a child travel more than 20 to 30 minutes at any one time.

Successful integration of a special class into a regular elementary school does not just happen; it must be carefully planned. Attention must be given to the right time, the right place, and the right persons.

4/Related Organizational Problems

A special class program for the educable retarded will be no better than the policies and administration that guide the program. The policies formulated usually reflect the depth of understanding the administration has about these children. Well defined lines of administrative authority must be established for an efficient, well run program. Suggested procedures and policies were discussed in Chapters 2 and 3. This chapter considers some of the broader aspects of administration such as (a) selecting a teacher, (b) financing the class, (c) developing a cumulative record system, (d) working with parents, and (e) establishing the administrative and supervisory structure of the program.

Selecting a Teacher

Of all the items to be considered in the organization and administration of programs for the retarded, none is more important than the selection of a qualified teacher. Unfortunately, persons qualified to teach retarded children are difficult to find. Many school systems have identified the retarded and taken the necessary steps to establish a class, only to look endlessly for a qualified teacher. This difficulty exists because the number of specialists being trained is not sufficient to keep pace with the rapid expansion of programs.

Finding a teacher need not be a disappointing venture. The situation is improving as more experienced and prospective teachers hear about the opportunities available to them in teaching retarded children. At the same time, more colleges and universities are offering course work in the regular day and evening sessions, extension courses, and summer school to provide means by which persons can become qualified.

School personnel officers have used several approaches to find a qualified teacher. One of these is to hire a fourth or fifth year graduate of an institution offering special education training. Because only a limited number of individuals are graduated each year from these programs, the chances of success by this route are dependent upon the professional opportunities offered in the position, the geographical location, and the salary offered. Many of the institutions of higher learning offering course work in this area are listed in annual bulletins issued by the US Office of Education, NARC, and The Council for Exceptional Children.

Another method is recruiting experienced, successful teachers from the fields of elementary and secondary education. These teachers enroll in summer school, night classes, or full term academic year programs to obtain the necessary special training. To assist in this process, administrators or teachers may wish to look into the possibility of obtaining traineeships from their state education agency or from the numerous colleges and universities offering such training. Funds for this purpose are frequently made available from the US Office of Education under the provisions of Public Law 91-230, as amended, administered by the Bureau of Education for the Handicapped.

It may also be possible to obtain training via special study institutes supported under the preceding law; Title VI of the Elementary and Secondary Education Act, Public Law 89-750; and the Education Professions Development Act, Public Law 90-35. Further information can be obtained by contacting state educational agencies, colleges and universities, or the appropriate governmental agencies. A directory (Goodman, 1969) of federal programs relating to the education of handicapped children supported by the US Office of Education may be obtained by request from the Bureau of Education for the Handicapped.

The recruitment and preparation of experienced teachers to teach the retarded represents a sizable investment. The chance of securing good returns on this investment are in direct proportion to the type of persons recruited. The recruitment of very elderly teachers, those who have personality problems, or those who are unsuccessful in the regular classroom can result in the failure of the special class program.

It is wise for the administrator to be sure that the prospective teacher has the necessary credentials to teach the retarded in that state before the class opens. Situations have occurred where school systems have been unable to claim reimbursement or teachers could not be paid because the proper credentials had not been registered. The administrator should be familiar with the professional competencies required of a teacher of the retarded (Mackie, 1957). One commonly accepted set of standards has been set forth by The Council for Exceptional Children (Professional Standards Committee, 1966).

The personal qualities necessary for a successful teacher of the retarded are in most respects no different from those required to teach any other group of children. Some of the qualities which appear to be prerequisites for successful special class teaching are described in the following paragraphs.

The importance of good physical health and energy should not be minimized. The classroom, school, and community place many demands on the physical stamina of the teacher. The teacher will be expected to meet these demands.

Many people believe that an inordinate amount of patience is necessary to teach retarded children. This has discouraged many prospective teachers. Teaching retarded children does require patience, but probably no more than teaching other groups of children. If the teacher fully understands the needs of the children, he will probably find that he does not need an overabundance of patience. If the child is not given work which is too difficult or monotonous, he usually does not act in a manner which would require extraordinary patience on the part of the teacher. In some cases, the critical situations are teacher made rather than student made.

The teacher should have a positive attitude about children with handicaps. He should be realistic regarding the aspirations and goals for the special class students. Another common problem that sometimes occurs is that a teacher will become so attached to a special student, especially after having him in class a number of years, that a dependency relationship develops. The teacher may then find it difficult to send the student on to another educational experience, teacher, class, or school, even though it is to the advantage of the student. Similarly, the child will find it extremely difficult to adjust to a new teacher.

Maudlin or oversympathetic attitudes do more to hinder than to help the growth and development of retarded children. Smothering children with kindness and affection at the expense of meeting other needs frequently produces negative results in the children. Retarded children need kindness and affection, but they also have other needs, such as security and recognition. A judicious teacher can provide for all of these without sacrificing one for another.

It is possible for a special class teacher to become so involved in the special program that he loses sight of normal progress in children. When this occurs, it is sometimes valuable for the teacher to return to regular class teaching for a period of time in order to obtain a realistic outlook on the educational world. Some administrators have found it helpful to arrange for the special class teacher to take a regular class for a period or so each day to give instruction in some special interest area, while the regular teacher does the same in the special class. This type of modified team teaching serves to maintain perspective in the special teacher, while the regular teacher is developing a better understanding of the needs of special class children.

Providing substitute teachers for special classes is one of the more difficult tasks for the administrator. Unless the substitute teacher knows the program routine, and children of the special class, unnecessary problems may arise and the substitute teacher may consider the teaching assignment too demanding. In some circumstances, it has been possible to effect a solution to this problem by letting an interested regular class teacher in the school take the special class while the substitute teaches the regular class.

Imagination and a willingness to experiment are assets to the teacher of the retarded. The paucity of published materials for the retarded demands that a special class teacher create and develop many of his own materials. He will frequently have children in his classroom who fail to learn through conventional methods and for whom individualized instruction must be provided.

Some people have the idea that teaching retarded children is a job that requires a limited amount of intelligence. In other words, less intelligent teachers can teach mentally retarded children. The fallacies in this belief are rather obvious. Successful teaching of retarded children requires above average intelligence.

Financing the Class

A look at school finance shows that special education programs are expensive. This fact has been used by some school systems as a justification for not establishing special classes. However, when these costs are compared with the costs of institutionalization or rehabilitation of retarded children who have been ignored in their school and community, there is no question that the establishment of special classes is a sound financial investment.

Because financial problems have made some communities reluctant to establish special classes, most states have developed a plan of financial aid for these programs. This aid is distributed in a variety of ways, and school officials will need to check with their state department of public instruction for details of the particular plan followed in their state.

In most states certain requirements must be met before a special class can receive state aid. These requirements usually include a qualified teacher, proper screening and placement of children, limited number of children in the class, and proper location of the class. State aid for the class can be withdrawn if these requirements are not met or maintained.

In recent years, additional sources of funding have been made available from the US Office of Education. Under certain circumstances, a local school system may receive financial assistance under the Education of the Handicapped Act, P.L. 91-230, Part B, to aid in the initiation, expansion, and improvement of programs and projects for the education of handicapped children at preschool, elementary school, and secondary school levels. Funds under Title III of Public Law 89-10 of the Elementary and Secondary Education Act of 1965, as amended, are available on a competitive basis to develop innovative or exemplary programs for handicapped children. For additional information concerning these programs, inquiries or applications should be made to the appropriate persons in the state education agency.

Developing a Cumulative Record System

Adequate record keeping is an indispensable aspect of any program of child study. Successful special education programs have recognized the many inherent advantages of keeping a cumulative record on each child. Academic gains generally come slowly with educable mentally retarded children. Progress is, therefore, often best evaluated over a period of years rather than months. Carefully maintained cumulative records take on added significance for the child in the special program, particularly when utilized by a teacher who may be encountering the child for the first time.

The most important advantage of this system is that it provides a running historical and clinical record of the child's growth and development. Important clues to learning difficulties can be identified through a study of this record. Information about his strengths and weaknesses, his aspirations and fears, his likes and dislikes, aids in planning an educational program for him. Then, too, in any program where there are many individuals and agencies working on different aspects of child study, there is the danger of lost or misplaced records. Centralized files help minimize this danger.

The usefulness of a cumulative record depends on the type of information recorded. Many special class programs have developed forms on which pertinent information can be recorded. An advantage of a standard report form is that it provides some degree of uniformity in reporting and recording. Some sample report forms are shown in Appendix H.

As the child progresses through the special class program, more and more information can be added to the cumulative record. Care must be used, however, to select material which is of actual value in better understanding the child, or the cumulative record may turn into a filing basket for much irrelevant material. In addition to the usual information found in the record, results of the individual evaluation and periodic reports about specific achievements should be included. Many special class teachers keep daily anecdotal records describing each child's behavior. From these records they make abstracts of significant information to be included in cumulative records. Certainly any other significant data from parents, community agencies, or other personnel should be included.

Working with Parents

Parents of educable retarded children can play a very important role in the development of a special education program. The effectiveness with which they assume their role will be dependent upon the adequacy of communication between the home and the school. Methods of communication must be at an appropriate level for the parents and must begin before a child is placed in the special class.

Work with parents of the retarded revolves around two major areas. The first involves helping parents become acquainted with the total field of retardation and trying to help them understand the implications for themselves and their child. The second involves communicating to the parents specific information about their child's growth and development in the special class program. These are interrelated and in many cases it is difficult to talk about one without talking about the other. Each of these areas will be discussed separately, although in practice they are not mutually exclusive.

Acquainting Parents with the Field of Mental Retardation

Parents have a right to know about the type of class in which their child will be placed. This implies that the parents must be informed about their child's retardation. Successful special class programs have found that obtaining parental consent for placement is a highly desirable procedure and may prevent misunderstandings later on.

Unfortunately, upon initial placement of children in special classes, many parents are not fully aware of the child's retardation. This may result from the inability of parents to fully comprehend the problem, the inability of parents to approach the problem maturely, or the school's failure to explain the problem to them.

All of this suggests that a much more intensified approach must be used when working with parents of the retarded. Many need help in understanding and accepting the problem. Using the same parent approach for regular and special children will result in disaster for the special program. Because much of the work in this phase of the program involves a high level of counseling and therapy, it is crucial that qualified professional counselors be sought to aid the school in this task.

The job of providing parents with factual information about retardation can be accomplished successfully on an individual and a group basis. The pattern developed will depend upon the type of community, parents, and schools. Some schools do most of their work on an individual teacher-parent basis. Others have found that adding group meetings to the pattern strengthens the program. Group meetings are usually most successful when the parents have expressed a desire to get together. Unless the parents themselves feel a need for this type of group, the chances are that the group will never materialize. Some schools have developed these groups through the local PTA. Many parents, however, prefer a more informal situation where they have an opportunity to discuss their own problems with others who are in similar circumstances.

Some topics that parents generally seem to be concerned about are: Why is my child retarded? How do you determine retardation? What is the purpose of a special class? Will he be able to go back into the regular grades? What can I expect of him when he leaves school? How do I help him at home? How do I help others understand him? How do I help him to understand himself?

Parent education, like all education, is a continuing process. It cannot and should not be a one shot effort. Far too often after the children are placed in special classes, parent interaction is limited to PTA meetings and open house at the school. An example of a program of continuing education for parents is that sponsored by the Lt. Joseph P. Kennedy Institute for the Retarded in Washington, D. C. On a very informal basis the Institute has developed a series of presentations about mental retardation by experts in the field available in the Washington, D. C. area.

Reporting Pupil Progress

At the present time special class teachers are using a variety of methods for reporting pupil progress to parents. Some of the methods being used are a report designed especially for the special class, a report used in the regular elementary school, a letter to the parents, a parent teacher conference at school, and a home visit. Most special class teachers agree that no one method is entirely satisfactory but that a combination of some kind of written report and a conference provides an effective means of keeping the parent informed.

When selecting a method, care must be exercised in weighing the advantages and disadvantages for the class. The report should be structured to give the parent specific information about his child's progress. It should tell what the child has achieved in terms of his own capabilities in different areas of the special class program.

In order to report this type of information, it is essential that the teacher keep accurate, up to date records. Samples of the child's work, teacher prepared check lists, an outline of skill development, anecdotal records, and achievement test results are a few of the many ways a teacher can record the progress of the child.

The children should know what goals are to be sought. They should have some idea of how well they are achieving these goals. The use of semester grades to indicate achievement may be a direct threat to many retarded children because of their learning difficulties and past experiences with failure. Instead of formal grading, successful teachers have had children develop charts and graphs to record their own work. These are then used to indicate to the child his own achievement and, in a sense, to enable him to compete with himself instead of the other children in the class. The particular method of evaluation is probably not as important as the need to encourage the child in the learning process. Individualized programed instruction is especially effective since it allows the child to help establish his own goals and receive immediate reinforcement for progress.

The Administrative and Supervisory Structure

Establishment of an administrative and supervisory structure for the program is basic to successful functioning of the special class. Some programs are not as effective as possible because lines of authority have not been well defined. Many persons may be involved in various roles without any overall coordination.

If a school system is able to have a director of special education, the responsibilities for the administrative, supervisory, and coordinating functions of the program reside with this person. If this is not possible, it will be necessary to assign these responsibilities to persons on the staff. When these duties are assumed by several individuals, it is most important that one individual serve as a parttime coordinator for the program. Many specific ideas concerning the administrative and supervisory phases of the special education program are found in the resource texts listed in Appendix D.

Very often school systems will want to avail themselves of the services of a resource consultant to provide advisory assistance in the implementation of new programs and expansion of ongoing programs. This person may be employed by the school system on a fulltime basis as a parttime external consultant or on a shared contract basis with other school systems. It is especially important that school systems avail themselves of such personnel since they offer the energetic and professional spervision so vitally needed for program growth, improvement, and change. As a catalyst for change in both the school administration systems and the special class teachers, the resource consultant can be of inestimable effectiveness. Further information concerning the role of the resource consultant in mental retardation may be obtained by reading Warfield (1968) on this subject.

The person responsible for administration and supervision should have some specialized background and a basic understanding of the special program. Occasionally a qualified teacher of the retarded will enter a school system and find himself responsible to a superviser who knows little about exceptional children. In one situation a special class teacher in an intermediate class was told by a supervisor that all his students should be reading at fourth grade level by the end of the year. Another special class teacher encountered a situation in which the success of his program was judged on the basis of whether the children were sitting in their seats when the principal entered the room. Supervision in such forms results in demoralization of teachers and a general weakening of the program to a point where the chances of success are seriously jeopardized.

Constructive, positive supervision is an important aid to the special class teacher. There will be many situations in which he will need and seek help. In small communities and rural areas it may not be practical or feasible to have a qualified director of special education who can provide supervision. As a result it may be necessary to have the principal or elementary supervisor carry this responsibility. If this situation does occur, it is most important that these persons be acquainted with the philosophy and elements of special classes.

Many elementary supervisors, principals, and superintendents are taking advanced professional work in special education. Some communities and states have urged, and in some cases required, all persons responsible for supervision of special classes to take courses in the psychology and education of exceptional children. If it is not possible for persons who supervise and administer special classes to secure additional training, it may be possible to schedule special inservice institutes or to use scheduled staff meetings to acquaint them with these programs. Providing inservice training experiences may make the difference between a minimally adequate program and an excellent one. If such opportunities cannot be provided within the spstem, the administrator may wish to join with surrounding districts to obtain the training needed.

Special teachers should be encouraged to participate in any special study institutes which are offered by state education agencies, local institutions of higher education, or other educational organizations. Not only do special study institutes provide an opportunity to refine certain skills or to acquire new skills, they can also do much to alleviate the feeling of isolation that is common among special teachers from small school systems. Resource persons from state departments of public instruction, college or university departments of special education, county health agencies, or other school systems can be called upon to speak and lead discussions on such occasions.

Sometimes supervisors and administrators take a "hands off" attitude toward the special class. They tell the special class teacher that he knows more about the program than they do, and as a result, they expect him to take the responsibility for it. This attitude may achieve positive results with an experienced, successful special class teacher. On the other hand, many teachers have gone astray in the special class program because they have not had needed direction and help. The administrator of a school system has as much responsibility to help the special education program as he does the other programs.

As a rule, programs for the educable retarded are the first special education services developed in school systems. It is usually not long, however, before interest and pressure is generated for the establishment of services for children with other types of handicaps. Small school systems, which may enroll enough children to justify a program for the mentally retarded, may not find it feasible to develop programs in low incidence areas such as the visually handicapped, the deaf or hard of hearing, the crippled, or the more severely retarded. In such circumstances, the small school system may be well advised to seek out means of affiliating with surrounding school districts with similar needs. In this way, a sufficiently large population of handicapped children may be identified to warrant the establishment of programs on a cooperative basis. Sometimes, small districts can enter into an interdistrict agreement with a larger district where programs and facilities have already been developed. In still other instances, it may be possible to contract with a county unit or some other intermediate educational agency which is in the position to provide services over a wider geographic area.

Much can be said in favor of small school systems participating in cooperative special education programs even for their educable retarded children. With the increased number of children involved, better grouping patterns are possible. Administrators, supervisors, and consultants can be employed as they are needed. Better facilities can be justified and continuity of programs can be assured. The recruitment, placement, and inservice training of teachers can be simplified and enhanced, and class loads can be better stabilized to promote economy of operation. Research (Wyatt 1968) indicates that a definite trend for this type of organization is taking place throughout the country.

Various types of cooperative program organizations are possible. Description of various arrangements may be found in *Cooperative Programs in Special Education*, (Lord & Isenberg, 1964).

Summary

All phases of a special class program must be considered in planning for a successful program. This chapter has identified and discussed some of the related problems of organization in programs for the retarded. These were selecting a teacher, financing the class, developing a cumulative record system, working with parents, and establishing the administrative and supervisory structure of the class.

Selection of a qualified teacher for the special class is of utmost importance. At the present time communities may experience some difficulty in finding a qualified person because of the critical personnel shortage in the field. This situation, however, is not hopeless. There are ways of securing a qualified individual. In addition, as more and more persons learn about the field and more training facilities become available, the situation should improve.

The personal qualities required of a teacher of the retarded are in many respects similar to those required of any teacher. When he has a thorough understanding of the needs and characteristics of the retarded, the amount of patience required is no greater than that demanded of an individual who works with any children.

Interaction between special and regular teachers is valuable in order to maintain proper perspective by the special teacher, enhance understanding of the regular teachers, and possibly solve problems which may occur when substitute teachers are needed.

Special classes for the retarded are expensive. Fortunately, many states have developed a program of financial aid to local communities for establishing and maintaining these classes. Procedures for administering financial aid vary somewhat from state to state. Federal funds may be available to initiate, extend, or improve programs for the handicapped. Additional information can be obtained from state and federal educational agencies and state departments of public instruction.

A cumulative record system is another vital part of a special education program. The information in these records should help provide many of the clues necessary for better understanding of the children's behavior. This can only be accomplished when the information collected is complete, pertinent, and recorded in a consistent manner.

Parents of retarded children must be included in the special class program. Establishing parental cooperation after the child is in the special class is too late—it should be done before placement.

Parents of retarded children require a much more intensive approach than the average teacher-parent relationships. Many parents need the kind of help which the school can provide to understand their children. Schools should seek the best professional counseling services available for this task. Parents want to know more about mental retardation and what it means for themselves and their children. The approach used for helping them in this area will depend upon the needs of particular parents and the general school situation.

A wide variety of methods has been used in reporting pupil progress. Most special class teachers agree that a combination of some type of written report and a parent-teacher conference provides a fairly comprehensive method of reporting to parents.

Reports should contain information about achievement in specific areas of the program. Information should be so stated that the parents have a clear understanding of their child's level of functioning. This type of reporting demands that teachers keep a wide variety of accurate up to date records. Retarded children, like other children, learn most efficiently when they are aware of the goals to be attained and their own progress toward these goals.

Successful functioning of a program of special classes is predicated upon a well defined administrative and supervisory structure. If a school system is large enough to have a full time director of special education, the administrative, supervisory, and coordinating aspects of the program become a function of this position. When a community does not have a director of special education, it is necessary to delegate these responsibilities. In this situation one individual should be responsible for the overall coordination of the program.

Provisions should be made whereby special teachers can receive the benefits of well designed and expertly conducted inservice training programs. Persons responsible for the administration and supervision of the program should be well informed about the program. They should make every effort to find ways of preparing themselves for the job.

There are many advantages in cooperative special education programing for small school systems. This is particularly important if the school system envisions the extension of special education programs for children with handicaps that occur less frequently, such as the visually handicapped, the deaf or hard of hearing, the crippled, or the more severely retarded.

5/Curriculum and Program

The philosophy of the special class has undergone a series of changes in the last 50 years. Special classes were first initiated under a relief philosophy which placed the retarded in these classes to relieve the teachers in regular classrooms. Little concern was given to what was taught in the special classes. The limitations of this philosophy were soon evident and changes were required.

Two succeeding points of view which became popular might be labeled the handwork philosophy and the return-to-the-regular-grade philosophy. The handwork philosophy focused major attention upon the mastery of skills such as weaving, basket making, or caning chairs. These activities might have seemed justified on the basis that since the educable retarded had most success working with their hands the curriculum should be centered around this type of content. The return-to-the-regular-grade philosophy sought to use the special class as a tutorial program designed to bring retarded children up to grade level in order to return them to regular classrooms. As a deeper understanding developed among educators, major limitations of these points of view became evident. They failed to take into consideration the basic needs of the children being served and, as a result, tended to be unrealistic.

Today the curriculum in classes for the educable retarded is based on a philosophy which considers the retarded first as growing children and second as children with mental retardation who have the potential for becoming socially and vocationally competent citizens. Contemporary curricular organization reflects this philosophy and places an emphasis on helping the educable mentally retarded child achieve his maximum potential.

This chapter will discuss some of the major aspects in the development of a realistic curriculum and program for the educable retarded. The aspects to be discussed are (a) development of a core curriculum, (b) planning a daily and weekly program, (c) grouping children for instruction, and (d) equipment and supplies.

The Core Curriculum

The core curriculum for mentally retarded children consists of a series of integrated and sequential units of work which enable the child to solve an existing problem or meet a present or anticipated need. The core curriculum, as its name implies, is the center or core around which the pupil's interests are developed and through which his educational needs are met. Subject fields are utilized to contribute to the total learning experience and interrelate one to another to form a unified whole.

Within a core program, basic skills and related subject matter do not represent ends in and of themselves; instead, they are a means to problem solving and concept formation. A functional emphasis is consistently maintained. Concrete and practical application of learned skills and concepts is provided at every opportunity.

It should be noted that while the core curriculum is not as academically oriented as the regular school academic subject-centered programs, it still provides all the essential elements necessary for enabling the retarded child to achieve success as an adult. Unlike the formal academic program, the central element of the core curriculum is the unit of work that provides real experiences related to the child's interests and abilities. Capitalizing on a child's abilities allows each child to enjoy some degree of success.

Development of a Core Curriculum

A valid concept of curriculum includes all learning that takes place within the total school program. The attitudes learned on the playground, the habits established in the lunchroom, and the concepts and generalizations mastered in the classroom all contribute to the curriculum.

For purposes of discussion in this chapter, the concept of curriculum is limited to the skills, concepts, generalizations, and information that have been selected, developed, and organized specifically for the educable retarded to aid them in their adjustment in society.

A curriculum seeks to answer the question of what should be taught to the retarded, as well as why and when it should be taught. It does not provide the details about how this content should be taught; for example, a curriculum may suggest that the concepts of a penny, nickel, and dime be taught to children with a certain mental age, or that children in the primary special class learn about the different members of the family. It does not describe the means by which different teachers teach these concepts. The methods used would be dependent upon the teacher and the interests, needs, and abilities of the children in a particular situation while the basic content would be pertinent in all situations.

Scope and sequence are two essential considerations in developing a curriculum. Scope suggests the breadth of experiences in the curriculum, and sequence refers to the order in which these experiences are developed. Thus, curriculum development closely resembles an inverted triangle; initial concepts and constructs are few but basic to those that will follow. Both scope and sequence elements make it imperative that a curriculum have a sound organizational plan as well as a valid basis for the selection of curricular content.

The following discussion is primarily concerned with the principles of organization and selection of content for a special class core curriculum.

Organizational Plan

Following a plan in the building of a realistic core curriculum can be compared to the use of a blueprint in the building of a house. Most people use a blueprint to provide direction and coordination. The plan assures the owner that when the house is finished all parts complement each other, certain parts are not overlooked, and unnecessary duplication is eliminated. Similar dangers are present in trying to educate retarded children without a plan. Teaching on a day to day or week to week basis without some overall organization to provide direction can result in fragmentation of the curriculum.

A good curriculum will provide (a) coordination of teacher activities, (b) reasonable balance between curricular offerings, (c) continuity of concept development over time, (d) a uniform instructional presentation of material, (e) maximum pupil participation, (f) reasonable emphasis on skill development, and (g) orientation of the child to his environment.

Because children in special classes often remain with the same teachers for several years, or in some cases throughout their entire school career, it is of prime importance that teachers of retarded children have an organized and sequential curriculum to follow. An example of duplication in this regard is seen in the classroom where children study the same concepts and information about the circus, holidays, space, and bananas year after year.

Some cities and many states have given strong leadership in the development of core curricula for the retarded. Some have used an expanding spiral approach which outlines the major theme or core of study for each year the children are in school. Each succeeding elongated circle from the bottom to the top encompasses all of the previous levels, but extends them to a larger sphere. Starting at the bottom of the spiral, the children begin learning about the home, then move on to the neighborhood, the city, the state, how to find a job, how to be effective citizens, continuing on with other cores until they complete school. The content under each core is grouped into areas such as food, shelter, clothing, safety, and recreation and is arranged in sequential order to correspond with the core as much as possible.

Another approach is the organization of the curriculum in terms of persistent life situations. These situations have been identified because they are present throughout the lives of the retarded as they function as individuals, as members of families, and as members of a community. They are used as a frame of reference for the selection of curricular content. An illustration of this approach is seen in the curricula of the state of Illinois where the following life situations were recognized:

1. Learning to be healthy
2. Learning to live safely
3. Learning to understand oneself
4. Learning to get along with others
5. Learning to communicate ideas
6. Learning to use leisure time wisely
7. Learning to travel and move about
8. Learning to earn a living
9. Learning to be a homemaker

10. Learning to enjoy life through an appreciation of beauty
11. Learning to develop personal efficiency
12. Learning to manage one's money
13. Learning to enjoy life through the appreciation and understanding of the forces of nature which have direct bearing on one's life.

This approach, albeit in a modified form, is utilized on a comprehensive basis in the University of Northern Colorado laboratory school special education program which starts at the preschool level and continues through the vocational level. Generally referred to as the Integrated Life Experience approach, the University of Northern Colorado curricula is built around six basic core competency areas: arithmetic, social behavior, communication, safety, health, and vocational training. Each of these core areas is designed to operationally achieve the ultimate educational objectives set forth for all children by the Educational Policies Commission, NEA.

Resources for obtaining information regarding these and other curricular organizational patterns may be found in Appendix C. However, it should be clearly noted that to be truly effective a curriculum must grow out of the specific needs of a particular school and reflect the desires of the community which it purports to serve. A curricular pattern which is most effective in a large industrial city may not be at all effective in a small city serving a predominantly rural area.

Selection of Content

The content of the special class curriculum is selected from the social and physical environment of the educable retarded. Some of the content is similar to that found in the regular elementary school curriculum; some of it is unique to the needs of the retarded. Content selection is based on certain characteristics of the retarded, as well as on the type of organizational plan followed. Some of these characteristics and their influence in selection of content are discussed below.

Mentally retarded children have more success learning concrete concepts and skills than abstract ones. The curriculum should emphasize those things of a tangible nature; for example, having mentally retarded children learn about their own community would probably be more meaningful for them than learning about distant lands.

They have difficulty in transferring what they have learned from one situation to another. The children must be helped to learn that the same principles apply in whatever social situations they might find themselves. Because retarded children have difficulty in making generalizations, the process of using what they have learned in previous situations becomes difficult. The curriculum must provide for acquainting the children with as many different types of situations as possible where a common generalization could be applied; for example, the same rules of etiquette can be used in many places, such as the grocery store, at work, at home, or at play.

Retarded children do not learn incidentally from their everyday living experiences as effectively as do children of higher intelligence. The curriculum must provide for many things that most children learn without formal instruction. Retarded children, for example, may have limited concepts about simple coins. Most normal children acquire these concepts through the use of money, but the retarded need more detailed systematic instruction.

Many of the educable retarded come from homes which do not offer a wide variety of experiences which contribute to the growth and development of children. The curriculum should include as many different social experiences as appropriate for the particular age group. Because many retarded children have not had such common experiences as riding on a train, going on a picnic, or going to a party, much of the curricular content may not have meaning for them because they have missed so many experiences in everyday living.

Their mental age is significantly lower than that of children of comparable chronological age. The content will have to be selected so that it is at a level of understanding for the children; for example, certain arithmetical concepts are not taught until children attain certain mental ages. Generally, these should not be taught to the mentally retarded until they are chronologically older than other children. There will likely be some concepts which individual educable retarded children will never be able to master because they will never reach the necessary level of mental maturity. With important basic skills, however, it is important that the teacher not try to second guess whether the child can acquire the concept or not. It is better to err in the direction of demanding too much rather than too little.

The organizational plan followed will influence how the content is to be structured. Factors which will determine how this will be done are: Does the content lend itself to a logical sequence of development? Does the content require a particular level of mental maturity for mastery? Is the content more appropriate for children at certain chronological ages?

Is the content appropriate to the needs of the community?

Some readers may question why areas such as reading, language arts, arts and crafts, and music were not mentioned as part of the curriculum. They are considered a part of curriculum but were not included in the discussion because they represent means rather than ends. The language arts content should be a vital part of the core curriculum. Time should be provided in the daily schedule for the development of skills in reading, arithmetic, and the language arts. The children should then have an opportunity to use these skills in learning the content of the core curriculum.

Following an established curriculum does not in any way preclude the possibilities of teaching content which is not included in the core curriculum per se. The core curriculum in the special class simply represents the major body of knowledge the retarded should have by the time they complete the special class program.

Many special class teachers use the unit method as a means by which some of the core content can be taught. This enables the teacher to cover a wide variety of content in a meaningful way. The unit the teacher selects will vary according to the geographical location of the class as well as the interests of the children. Some teachers become concerned when the unit method is suggested because they have been led to believe that all activities in the classroom must center around the unit. In reality teachers may find it is possible to coordinate some activities, such as arts and crafts and music, with a particular unit; with other units still other types of integration may be possible.

Planning a Daily and Weekly Program

The type of special class organization and the age of the children will determine how time is spent each week on the various activities of the curriculum. Teaching an ungraded class requires a greater number of activities than the more homogeneous primary class.

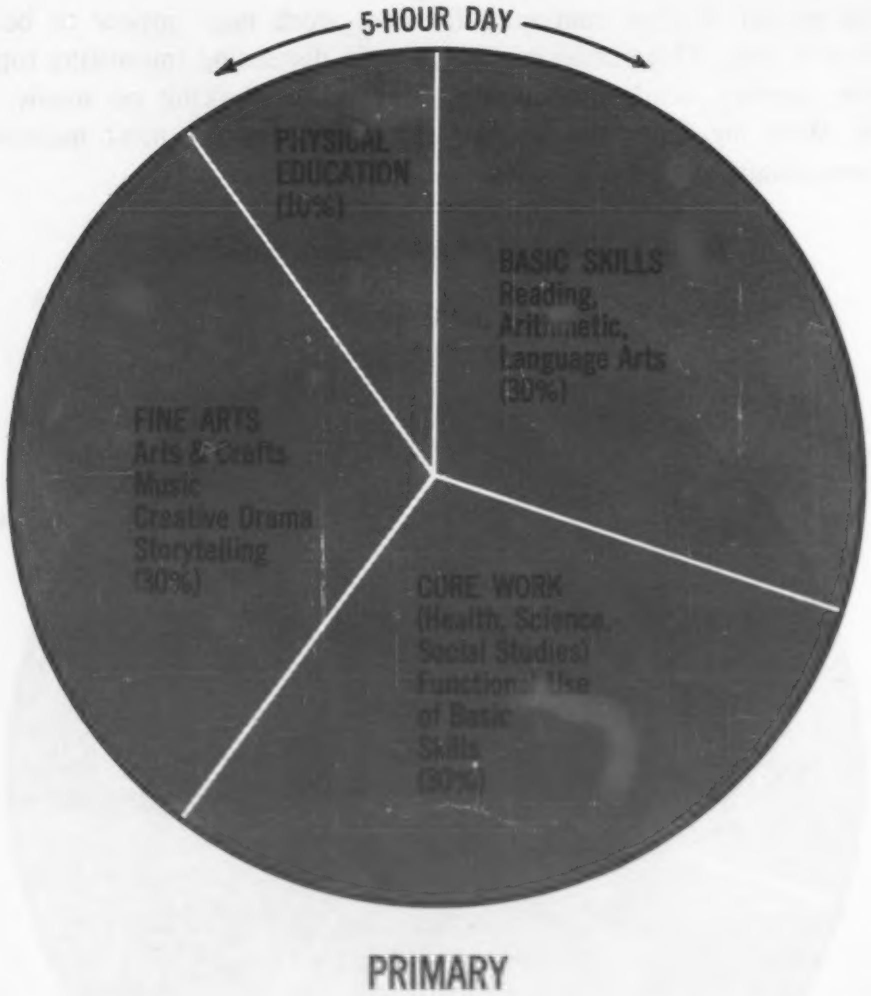
Teachers will want to make sure that they have a varied and complete program. Major blocks of time should be reserved for activities such as the development of basic skills, core work, fine arts, physical education, and the practical arts. Figures 1 and 2 illustrate weekly distributions of time and the spacing of various activities. Teachers in ungraded classrooms can follow these suggested time allotments with slight modifications.

In planning the daily time schedule for the special class, teachers will want to take into consideration several factors. First, the relatively short attention span of retarded children suggests that periods for different activities should be short; periods of 15 to 20 minutes on any one activity are preferred for younger children. Second, activities in a daily program should be arranged so that there is variety; alternating academic work with activities such as music, arts and crafts, and simple games provides periods of relaxation. These activities help relieve tension and fatigue from the more formal classroom work. This is most important in a class for the educable retarded because many of these children have experienced failure and frustration in academic work and approach this work with high tension. Third, retarded children profit from doing routine activities at a given time each day because it aids them in learning how to organize their day and helps establish desirable habits for use in later life. Lastly, the teacher will need to arrange her schedule to fit the overall school schedule. This may necessitate the arrangement of certain activities which are essential to effective integration, such as recess, music, art, and physical education. As in other organization patterns, effort must be made to be a part of, not apart from, the total school program. A sample daily time schedule based on the weekly distribution of time chart for the primary level is shown below.

Sample Daily Time Schedule—Primary Class

9:00 a.m.- 9:15 a.m.	Opening activities
9:15 a.m.-10:00 a.m.	Developmental reading
10:00 a.m.-10:15 a.m.	Music
10:15 a.m.-10:30 a.m.	Recess
10:30 a.m.-12:00 noon	Core work
1:30 p.m.- 2:00 p.m.	Developmental arithmetic
2:00 p.m.- 2:15 p.m.	Language arts
2:15 p.m.- 2:30 p.m.	Recess
2:30 p.m.- 3:30 p.m.	Arts and crafts, storytelling, creative dramatics

Figure 1. Suggested Weekly Distribution of Time

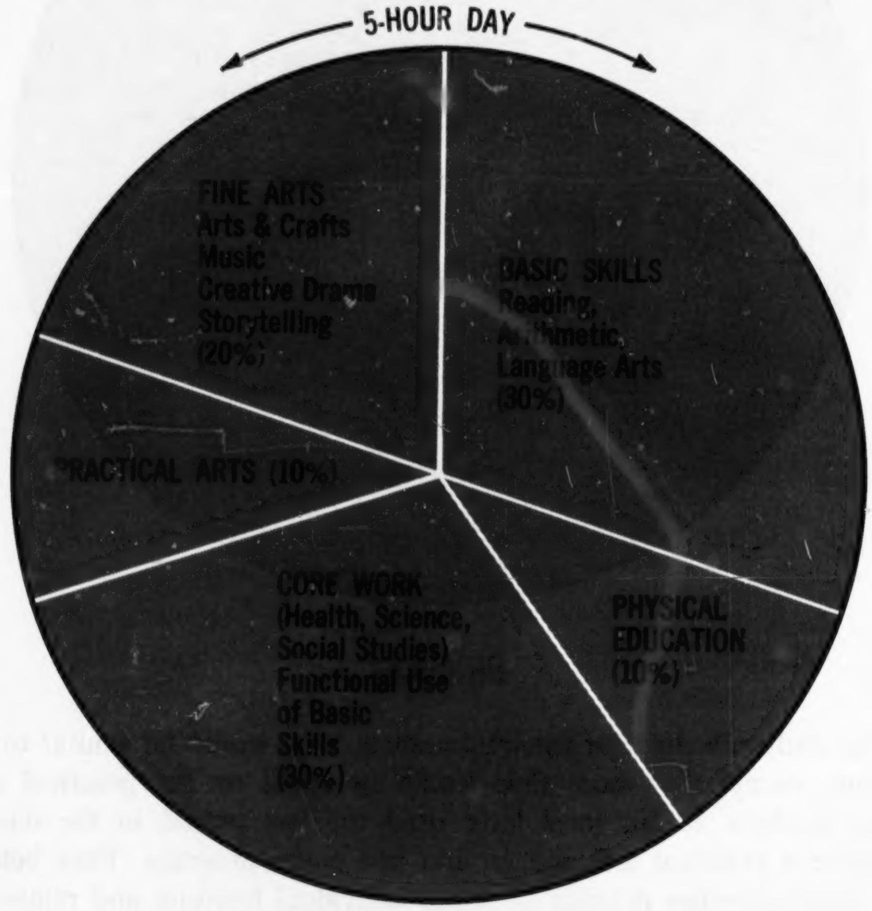


The daily schedule for the intermediate level would be similar to the primary except that more time would be spent on the practical arts. Some teachers at this level have used the last period in the day to alternate a practical arts and an arts and crafts program. They believe that these activities provide for more individual freedom and release of tension and, therefore, lend themselves to periods of the day when children are tired.

A rationale supporting the placement of all formal academic skill programs in the morning to mitigate the fatigue factor has some merit for especially young groups of educable mentally retarded children. However, as the age of the children increases, the ability to tolerate a more full instructional day should increase accordingly.

The period of time suggested for core work may appear to be inordinately long. This period can be spent in discussing interesting topics, viewing movies, reading or writing stories, or working on music and crafts. With ingenuity the teacher can make this the most interesting and meaningful period of the day.

Figure 2. Suggested Weekly Distribution of Time



INTERMEDIATE

Maintaining flexibility in the daily program is extremely important for the retarded. Even though routine is important, at no time should the needs of the children be sacrificed for a daily time schedule. Some days teachers may find their retarded children emotionally upset, hyper-

2

active, extremely negative and antagonistic. It is on such days that the teacher will want to modify the routine so that activities can provide emotional release for the children. The children should realize that on some days their schedule will vary, but that they will always go back to their basic schedule. A well structured daily and weekly program will, in the long run, eliminate many management problems for the teacher.

Grouping

Even though classes for the educable retarded usually have relatively few children in them, grouping within the class is an important aspect of special class organization. Special class teachers are sometimes reluctant to group children in the special class, believing that since no two children are fully alike grouping is impossible. There is no question that the children in the class will be working at many different academic levels; however, there are some practical limitations to entirely individualized work. The teacher just does not have enough time in the day to work individually with 15 children in all areas and still provide a varied and balance program; some compromise must be made. Grouping represents opportunities for individualization.

Grouping also provides children with an opportunity to profit from group stimulation. The mutual stimulation provided by members of a group is frequently more effective than teacher intervention. This is especially important in activities stressing social concepts or socialization.

In organizing the classroom, provisions should be made for individual instruction, small group instruction, and large group participation. The type of organization used will depend upon the type of activities conducted. Some children need individualized work in developmental subjects; other children may not need as much individualized work and will profit best from participation in a small group. The entire class may participate in unit work, physical education, music, creative dramatics, and arts and crafts.

In some classes where a wide range of age exists, the children may have to be grouped so that the children work on units planned with age and ability differences in mind. This can be difficult for the teacher and will require careful planning.

The basis of grouping children for instruction varies according to the type of activities involved. Criteria used for grouping children are achievement level, mental age, chronological age, social maturity, interest level, and the presence of any unique learning problems such as perceptual disturbances.

Table I provides data about a group of children from an ungraded special class. Based on academic achievement, a suggested grouping of these children for instruction in developmental reading is given below.

TABLE I. Data from an Ungraded Class

Child	Sex	CA	MA	Reading grade	Arithmetic grade	Additional information
1	M	10-1	6-5	1.8	1.5	
2	F	13-6	7-10	2.5	2.8	
3	M	9-4	6-9	2.0	1.9	Perceptual disturbance
4	F	6-6	4-2	1.0	1.0	
5	F	7-11	5-5	1.2	1.2	
6	M	9-11	6-11	1.8	2.1	
7	M	15-2	8-4	2.9	3.0	Difficulty in blending sounds
8	M	12-1	8-1	2.1	2.2	
9	F	9-3	6-3	1.5	1.2	
10	F	10-5	7-2	2.0	2.5	
11	M	6-0	4-8	1.0	1.0	
12	F	8-2	5-5	1.1	1.2	
13	M	15-9	7-11	2.5	2.3	
14	M	10-8	7-2	1.9	1.9	
15	M	15-11	9-5	3.5	4.0	

Group I—4, 5, 11, 12 (readiness work)
Group II—1, 6, 9
Group III—3, 8 10, 14
Group IV—2, 7, 13, 15

The groupings are relative and two different teachers might not group their children in the same way. One must also remember that grouping should be flexible so that children may be moved from one group to another as circumstances arise. In the above illustration of a classroom situation, the child with the perceptual disturbance and the child with difficulty in sound blending were included in groups for the benefit of group stimulation, even though they need some individualized work.

The use of achievement test scores as indexes of achievement and as a basis of grouping should be limited. As composite scores, they usually do not reflect the specific areas of achievement in detail. For example, a score of 1.9 in reading does not provide the teacher with information about how many sight words the child knows, the level of comprehension, or whether the child has any word attack skills. Because of this limitation, many special class teachers believe that more homogeneous groups result if reading achievement scores are used in conjunction with teacher judgments of specific needs in reading as a basis of grouping.

The number of groups for developmental work a teacher has in her classroom will be determined by the achievement range of the children. When a teacher has more than three or four groups in reading and arithmetic, there is a question as to whether she can satisfactorily complete all that is expected of her and still provide the much needed individualized attention. Whenever the instructional loads of the teachers become too heavy due to a lack of homogeneity or density of retardation, a teacher's aid or assistant should be considered.

Equipment and Supplies

The type and variety of equipment and supplies in the special class are dictated to a degree by the budget, the age of the children, and the particular preferences and abilities of the teacher. The requirements for equipping a special class are similar to those for any well equipped regular classroom. A sample listing of equipment and supplies is given in Appendix G. The list is considered minimal in nature; it can be expanded and items can be substituted to meet the needs of individual classes. A more comprehensive presentation was compiled by Baumgartner (1968). Instructional materials, supplies, and resources may be obtained from the Special Education Instructional Materials Centers listed in Appendix B.

Teachers and administrators should not overlook two valuable sources for securing additional equipment and materials which the budget may not permit. The first is community organizations. There are many community or county groups looking for worthwhile projects. Special classes have received equipment and materials such as radios, pianos, toys, library books, and folding chairs from these groups. In many cases organizations have given special class teachers a sum of money to spend for classroom materials. This approach to obtaining equipment and supplies should be utilized only to supplement local effort, not to supplant it.

The second valuable source is the actual construction of materials by the older children in the special class, parents of the children, members of the community, and the teacher. Materials such as educational games, doll clothes, toys, book shelves, toy furniture, and shadow boxes are examples of what can be made. With imagination and ingenuity the special teacher can help direct and guide a successful program in this area. In the process of helping in these ways, parents and community groups often come to a better understanding and appreciation of the special education program.

Summary

If the school is to help retarded children achieve social and vocational competence, it is essential that a special developmental curriculum be built for them. Not only will the curriculum include both the scope and sequence of the experiences the children will have in the program, but it will also emphasize realistic teacher aspiration levels for them. A challenging curriculum which facilitates maximum achievement by the educable mentally retarded should be the ultimate goal of all curricular planning for the special class and related specialized programs. Criteria for the selection of curricular content should be based on an understanding of the retarded provided through research findings and observation.

The organization of the weekly and daily program in the special class is influenced by the age of the children and the type of special class organization. An effort should be made to achieve balance and variety among the various activities. When planning the daily time schedule, consideration should be given to the relatively short attention span of retarded children, the frustration many of the children have experienced with formal academic work, the retarded children's need for routine, and the need for flexibility in programing to insure maximum individualization of instruction.

The range of individual differences found in the special class suggests that grouping for certain activities is a necessary method of working with the children. The criteria for grouping varies with the activity. Criteria most frequently used are achievement level, mental age, chronological age, social maturity, presence of unique learning problems, and sociocultural factors.

An increasing amount of curricular materials, equipment, and supplies are being developed for the mentally retarded. Teachers will find, however, that they still need to create, modify, or revise materials to meet their own classroom situation. Suggested curricular references and materials are listed in the appendixes as a guide to the types of things which are of help in working with retarded children.

6 / Programing Approaches

It is not possible, with descriptions of only a few programs, to provide a comprehensive inventory of all the various organizational patterns or programatic approaches which might be considered for educable mentally retarded children in small school districts. In this chapter, however, an attempt will be made to include examples of some of the newest and most promising programs designed to provide the needed services in various situations. In addition to the descriptions of organizational patterns and programatic approaches, an example of how one small school system has approached the problem of initiating a program will be presented. Many of the examples cited in this chapter are drawn from those included in *Selected Projects for Handicapped Children* (DHEW, 1969).

Types of Organizational Patterns

The most common type of administrative unit for operating special education programs is still one provided independently by a single local school district. Many of these programs provide commendable educational experiences for the mentally retarded children enrolled. The personnel in the state educational agencies responsible for administering special education programs will probably be able to cite examples which a local administrator might profitably visit. Because of the potential for improved staff recruitment and utilization, economy of operation, better qualified supervisory personnel, and a broader range of educational services, there is evidence (Wyatt, 1968) that other organizational patterns are rapidly gaining favor. For this reason, this section will be concerned with describing organizational arrangements which, while currently in the minority, show the greatest promise for the future.

Cooperative or Joint Agreement Programs

Illinois is one of the leading states in the development of cooperative programs. This movement has been given added impetus by the passage of mandatory legislation for the education of the handicapped. The *JAMP* (*J*ohnson, *A*lexander, *M*assac, and *P*ulaski Counties). Special Educational Services, administered from Mounds, Illinois, is one example of these recently and rapidly developing programs. Twenty-seven school districts are involved in the joint agreement.

As one might expect, there are problems in meeting the needs for special education services in a large geographic area. There is a lack of a central supervisory staff of specialists to provide the leadership required for maximum success in the program. They are attempting to increase the "back up" diagnostic services which are currently in short supply and improve the coordination of the services which are now available. The wide geographic area encompassed by the JAMP Special Education Services creates transportation difficulties in providing the assistance needed at the time, and in the place, where it might be most effective. Inservice training for the present special education staff and those anticipated in the future will need to be further developed. It is fortunate that the special district has been able to obtain aid through consultation services from the special education department at Southern Illinois University to assist them in resolving some of these problems.

The Four Rivers Special Education District which operates out of Jacksonville, Illinois, provides another excellent example. It has recently, with the assistance of federal funds (Section B, P.L. 91-230), initiated a project which implements an exemplary plan of supervision and diagnostic/clinical services in a multidistrict, multicounty program of special education. The Four Rivers District was officially organized in 1967 to serve approximately 4,000 handicapped children in a predominantly rural area which covers approximately 3,500 square miles in central Illinois. It includes all school districts in six counties, as well as some individual districts in three other counties.

The Four Rivers District is organized on an open systems model of administration, designed to systematically provide a means by which changes can be readily made to accommodate increased growth, variations in program emphasis, or any other contingencies which may occur. As it is currently operating, there are three organizational levels: *Central*

Services which includes administration and supervision of all special education programs in the district, psychological services for those districts which do not employ their own psychologists, and direct services for the handicaps of lower incidence, such as the physically and multiply handicapped; *Major Operating Districts* which provide nearly all services at all age levels for its own children as well as programs at the high school level for smaller neighboring districts; *Secondary Operating Districts* which may provide a limited number and kind of special class organizations at the elementary school level in addition to itinerant services for its own children and those of neighboring districts. In some instances, the two factors of distance between major operating districts and sparse population require the use of somewhat isolated, small, secondary operating districts.

Despite all the considerations that need to be made in establishing a cooperative special education program of this nature, the JAMP Special Education Services has done a remarkable job in the short time it has existed. For the first time, many remote areas of Southern Illinois are now obtaining supervision, diagnostic services, and special, intensified educational programing for children in need of special education. With the aid of local and federal funds, as well as Southern Illinois University, this area shows promise of having one of the best cooperative or joint agreement programs in the country.

Contract Services

In California, school districts with an average daily attendance of less than 910 students receive a variety of services through the offices of the county superintendent of schools. These services may include psychological evaluation, operation of special classes, supervisory services, consultations, and inservice training of specialized personnel. Districts which grow larger than 910 students in average daily attendance are generally no longer eligible for such services except through contract agreement between the district and the county office. Unless the larger district has access to some type of formal or informal cooperative agreement program, it is generally far more economical to contract for the services required than to attempt to staff and maintain the program alone.

Small school districts may also find it possible to contract with a larger adjoining district which already operates a special education program. The Livermore Unified School District in California, for example, provided a variety of services for four small school districts in their central Alameda County area on a contractual basis. These small districts—Pleasanton, Dublin, San Ramon, and Mountain House—have agreed to have the reimbursement payments provided by the state for each handicapped child paid directly to the Livermore district. In addition, they agree to pay for any excess costs, beyond that covered by the state's reimbursement, as determined by prorating the total costs of the program on a per pupil basis. All services for the handicapped children involved, with the exception of transportation, are provided and administered by the Livermore district.

In a few instances, school districts have entered into a contractual agreement with a private corporation to provide the special education program. The private corporation may offer a total program in which they train and employ the teacher, screen and diagnose the children, counsel the parents, and conduct the specialized services the children require. While such a program may be too expensive for a school system to carry out on a large scale, it may prove to be the most practical and economical for the small district with no previous experience in special education and a small handicapped population. A somewhat unique example exists in Goleta, a small community on the California coast above Santa Barbara. The local school system has been able to contract with the Devereaux School, a nearby private residential institution which operates a high quality program for mentally retarded, emotionally disturbed, and neurologically impaired children. Various other examples, where local school districts have been able to obtain educational services for their mentally retarded students through a program operated by a parent group or a chapter of the National Association for Retarded Children are more common.

Intermediate Programs

The intermediate unit differs from the cooperative or joint agreement program in that it is comprised of a legally constituted agency which functions at a level between the local school district and the state educational agency. The most common form of an intermediate unit is the county educational agency which has been known in this nation for nearly 150 years. Such administrative units have appeared to be decreasing in importance during the last 15 to 20 years; however, they have often been able to serve a valuable function in providing special education services to children with low incidence handicaps. Other types of intermediate organizations are possible, of course, some of which may encompass more than one county. In many states, it is possible to formulate special service districts which carry legal status and may also hold taxing powers.

Perhaps the most extensive use of a county or joint county unit for the purposes of providing special education services may be found in the state of Iowa. These have been particularly useful in the more rural regions of the state. In all, there are now 16 Area Educational Planning Districts in the state. The Area XIV Planning District in southwest Iowa is perhaps the most rural area in the entire state, and it has always had problems in developing adequate educational programs for the handicapped. Sparse population and subsequent low tax valuation contribute to difficulties in program planning and development. In the past two years, Area XIV, with the help of federal funding, has begun to locate and identify the handicapped children in the area who are in need of special services. All preschool and elementary children through the sixth grade were screened by teachers and administrators. Two traveling teams of certified psychologists and speech therapists identified the children. Basic work was started with the children and some orientation and reporting was done with the parents. It is expected that the work with the children will continue in each of the individual districts.

Programatic Approaches

Regardless of the organizational pattern employed, there is still a relatively wide choice of programatic approaches or combination of such approaches which might be considered by the small system attempting to provide an education for its retarded students. The most common approach, of course, is the special, self contained class. It has been noted, however, that this may not be the best approach for every school system. For the most comprehensive services possible, consideration should be given to providing a work study program at the secondary level or a summer activity program for children at all levels.

With the large number of special classes currently in operation, it is likely that the administrator attempting to establish a new program will be able to find one model within a reasonable distance. For this reason, a description of such a program was not included. For assistance in locating a good special class, the administrator should contact the supervisory personnel in the county superintendent's office, the state department of education, or the nearest institution of higher learning which offers courses in mental retardation. The following are examples of other types of programatic approaches.

Itinerant Teacher

While it is not a small school system, the Eugene (Oregon) School District No. 4J is experimenting with an approach which may prove to be extremely valuable for educable mentally retarded children in rural areas. This experiment is an attempt to determine if the EMR primary student can be successfully maintained in a regular classroom.

A traveling teacher called an "educational manager" will work in four elementary schools in conjunction with the classroom teachers of the primary grades of the school. Two or more EMR students will be present in each of these schools. The educational manager and the four classroom teachers will serve 15 EMR students in the regular classroom setting. In this way, the retarded children will be kept in the regular class in their natural attendance area and will not need to be transported to a central location. The children selected for the program will not be identified as mentally retarded and no label will be attached to them. They will be known only as children who need a little special help and go to the educational manager for this help. A variety of diagnostic and performance tests will be used as screening devices. They will also aid in planning a program for the individual child. The educational manager will give assistance to the classroom teachers in developing materials and adapting techniques to fit the needs of the children. Several pieces of equipment, language masters, tape recorders, and listening posts, were purchased for the educational manager to use in small group work. This also makes it possible for the educational manager to design programs to be used by the teacher when the manager is not present.

Summer Programs

The Decatur City School System (Alabama) provided summer school experiences for four classes of elementary school children who had been identified as educable mentally retarded. Units of this nature had not previously been available. The summer schedule included regular classes in arithmetic and reading; in addition, there were arts and crafts periods, physical education, music classes, and speech lessons, one day field trips to the airport, camping, and swimming. Improvement was noted in several areas and summer regression was avoided.

Utilizing federal funds, the Montana State Department of Public Instruction conducted a two week summer camp program for 50 educable mentally retarded children from three local school districts in the western part of the state. The camp was staffed by four qualified special education teachers, six counselor aides, and a camp nurse. The camp was divided into two one week sessions, with the first session serving 26 children ages 6-12, and the second serving 24 children, ages 13-18. Physical education and natural science were stressed. Opportunities for the children to engage in self help and social activities were provided. Social interaction was encouraged through group games and activities, dances, group singing, and competition between cabins. Several local organizations such as a square dance club, Indian folk dancers, and game wardens visited the camp and presented evening programs. It was felt that children in the program became more aware and skillful in dealing with this environment.

Work Study Programs

A project carried out by the Richland County (North Dakota) Special Education Board provided a summer work program for educable mentally retarded children from a rural high school. The program was significant because the community is so small that work experience opportunities are not immediately available. Seven educable retarded students were, therefore, transported to or lived in foster homes in the city of Wahpeton. Through cooperation of patrons in this county seat community, the students were provided with a valuable opportunity to acquire vocational skills.

The Gresham (Oregon) High School District used three acres of land near the high school, which had been provided on a temporary free loan basis, to plant five crops common to the geographic area (corn, squash, tomatoes, beans, and cucumbers). Educable mentally retarded students participated in the plotting, planting, cultivating, harvesting, and marketing of the crops. In addition, they planned the construction of a vegetable stand, erected a model, and finally built the stand. Students worked in the field for four hours and spent one hour reviewing the work program and planning for the next work schedule. The program was designed for nine weeks during the summer. Twenty-five children were involved in the project which received some supporting federal funds from the state under the Handicapped Children's Act, Public Law 91-230.

Initiating a New Program

One small school system employed a variety of approaches to begin to identify their retarded student population. Elk River (Minnesota) Independent School District sent referral sheets to each teacher in six school districts, consulted school records and cumulative folders, interviewed teachers and other personnel, and visited other public and private agencies. These included the county welfare department, county nurses, the county school superintendent, private physicians and hospitals, vocational rehabilitation personnel, and clergymen. The director also gathered information about special programs, school facilities, and administrative structure. Children were given psychological and intellectual test batteries and then placed in special programs. The outcome was not merely a census of retarded children, but a basis for these districts to become involved in a program of comprehensive special education services. The project, originally funded by a federal grant, is expected to expand and will now be financed by state and local funds.

Summary

Not all organizational patterns, programatic approaches, or methods of initiating new programs are equally well suited to all school systems. One specific direction may be particularly appropriate for one district, while a combination might be more fruitful for another.

The most common organizational pattern is currently the local, independently operated program. For a variety of reasons, however, there is a strong trend toward utilizing other organizational patterns which show greater future potential. Various examples have been cited; these described some patterns now being successfully employed by small school systems. Examples included cooperative or joint agreement programs, programs established through contractual arrangements, and programs administered through immediate units.

Within each of these organizational patterns, a wide range of programatic approaches can be considered. In addition to the special class model, attention is given to school systems which provide services through itinerant teacher programs, summer programs, and work study programs.

To illustrate the considerations taken into account by one school district where services were not previously available, an example was given. The director of the small school system sought information about the children from all possible places rather than relying solely on test scores. He then contacted agencies and researched possible programs, administrative structure, and physical facilities. This allowed the district to have the needed information and to plan the program development for the greatest benefit of the children and community.

References

The Council for Exceptional Children. *Professional standards for personnel in the education of exceptional children.* Washington, D.C.: The Council, NEA, 1966.

Goldstein, H., & Seigle, D. *A curriculum guide for teachers of the educable mentally handicapped.* Springfield, Ill.: Office of the Superintendent of Public Instruction, 1954.

Goodman, E. M. *Directory of programs for the education of handicapped children in the US Office of Education.* Washington, D.C.: USGPO, 1969.

Heber, R. *A manual on terminology and classification in mental retardation.* (2nd ed.) Albany, N.Y.: American Association of Mental Deficiency, 1961.

Illinois Office of the Superintendent of Public Instruction. *Report on study projects for trainable mentally handicapped children.* Springfield, Ill.: The Office, 1954.

Kirk, S. A. What is special about special education? *Exceptional Children,* 1953, 19, 138-142.

Kirk, S. A. *Educating exceptional children.* Boston: Houghton-Mifflin, 1962.

Lord, F. E., & Isenberg, R. M. (Eds.). *Cooperative programs in special education.* Washington, D.C.: The Council for Exceptional Children & the Department of Rural Education, NEA, 1964.

Mackie, R., Williams, H., & Dunn, L. *Teachers of children who are mentally retarded.* Bulletin 3. Washington, D.C.: USGPO, 1957.

President's Committee on Mental Retardation. *MR 68: The edge of change.* Washington, D.C.: USGPO, 1968.

University of Northern Colorado. *The integrated life experience curriculum outcomes guide.* Greeley, Colo.: University of Northern Colorado Press, 1960.

Warfield, G. J. The resource consultant in mental retardation. In K. Blessing (Ed.), *The role of the resource consultant in special education.* Washington, D.C.: The Council for Exceptional Children, NEA, 1968. Pp. 51-68.

Wyatt, K. E. *Current employment and possible future needs for leadership personnel in special education.* (Doctoral dissertation, University of Illinois) Ann Arbor, Mich.: University Microfilms, 1968. No. 68-12, 226.

Appendix A

State Associations for the Retarded

Alabama Association for Retarded Children
P.O. Box 6202
Montgomery, Alabama 36106

Arizona Association for Retarded Children
2929 East Thomas Road, Room 206
Phoenix, Arizona 85016

Arkansas Association for Retarded Children
University Shopping Center
Asher at University
Little Rock, Arkansas 72204

California Association for Retarded Children
Forum Building, Room 1020
1107 9th Street
Sacramento, California 95814

Colorado Association for Retarded Children
1540 Vine Street
Denver, Colorado 80206

Connecticut Association for Retarded Children
21-R High Street
Hartford, Connecticut 06103

Delaware Association for Retarded Children
P.O. Box 1896
Wilmington, Delaware 19899

Florida Association for Retarded Children
220 East College Avenue, Suite 6
Tallahassee, Florida 32301

Georgia Association for Retarded Children
87 Walton Street NW,
425 Walton Building
Atlanta, Georgia 30303

Hawaii Association for Retarded Children
245 North Kukui Street
Honolulu, Hawaii 96817

Idaho Association for Retarded Children
Box 816
Boise, Idaho 83701

Illinois Association for Retarded Children
343 South Dearborn Street
Room 709
Chicago, Illinois 60604

Indiana Association for Retarded Children
752 East Market Street
Indianapolis, Indiana 46202

Iowa Association for Retarded Children
255 Jewett Building
9th and Grand Avenue
Des Moines, Iowa 50309

Kansas Association for Retarded Children
5830 Nall Avenue
Mission, Kansas 66202

Kentucky Association for Retarded Children
315 West Main Street
Frankfort, Kentucky 40601

Louisiana Association for Retarded Children
4448 North Boulevard
Baton Rouge, Louisiana 70806

Maine Association for Retarded Children
269 Water Street
Augusta, Maine 04330

Maryland Association for Retarded
Children
1514 Reisterstown Road
Pikesville, Maryland 21208

Massachusetts Association for
Retarded Children
680 Main Street, Suite 402
Waltham, Massachusetts 02154

Michigan Association for Retarded
Children
510 Michigan National Tower
Lansing, Michigan 48933

Minnesota Association for Retarded
Children
1191 Nicollet Avenue
Minneapolis, Minnesota 55403

Mississippi Association for Retarded
Children
145 East Amite Street
P.O. Box 1363
Jackson, Mississippi 39205

Missouri Association for Retarded
Children
1001-C Dunklin Boulevard
Jefferson City, Missouri 65101

Montana Association for Retarded
Children
P.O. Box 625
Helena, Montana 59601

Nebraska Association for Retarded
Children
1674 Van Dorn
Lincoln, Nebraska 68502

New Hampshire Association for
Retarded Children
95 Market Street
Manchester, New Hampshire 03101

New Jersey Association for Retarded
Children
97 Bayard Street
New Brunswick, New Jersey 08901

New Mexico Association for
Retarded Children
7017 Carriage Road NE
Albuquerque, New Mexico 87109

New York Association for Retarded
Children
175 5th Avenue, Room 1000
New York, New York 10010

North Carolina Association for
Retarded Children
1311 Morehead Street, Suite 7
P.O. 11042
Charlotte, North Carolina 28209

Ohio Association for Retarded
Children
131 East State Street, Room 308-9
Columbus, Ohio 43215

North Dakota Association for
Retarded Children
Box 1494, 62 Broadway
Fargo, North Dakota 58102

Oklahoma Association for Retarded
Children
901 Office Park Plaza
Oklahoma City, Oklahoma 73106

Oregon Association for Retarded
Children
3085 River Road North
Salem, Oregon 97303

Pennsylvania Association for
Retarded Children
112 North 2nd Street, Hall Building
Harrisburg, Pennsylvania 17101

Rhode Island Association for
Retarded Children
820 Atwells Avenue
Providence, Rhode Island 02909

South Carolina Association for
Retarded Children
1517 Hampton Street, Room 301
Box 1564
Columbia, South Carolina 29202

South Dakota Association for
Retarded Children
1612 West 41st Street
Sioux Falls, South Dakota 57105

Tennessee Association for Retarded
Children
21 Whitley Building
1701 21st Avenue South
Nashville, Tennessee 37212

Texas Association for Retarded
Children
706-08 Littlefield Building
6th & Congress
Austin, Texas 78701

Utah Association for Retarded
Children
2311 Highland Drive
Salt Lake City, Utah 84106

Vermont Association for Retarded
Children
10 Nash Place
Burlington, Vermont 05401

Washington Association for Retarded
Children
Capitol Center Building, Suite 914
Olympia, Washington 98501

West Virginia Association for
Retarded Children
4010 10th Avenue
Vienna, West Virginia 26101

Wisconsin Association for Retarded
Children
1 South Webster Street
Madison, Wisconsin 53703

Wyoming Association for Retarded
Children
711 C Street
Rock Spring, Wyoming 82901

Appendix B

Special Education IMC/RMC Network

Region Served	*Title and Address*
National	**Instructional Materials Reference Center** **American Printing House for the Blind** **1839 Frankfort Avenue** **Louisville, Kentucky 40206**
National	**CEC Information Center on Exceptional Children** **(CEC ERIC) The Council for Exceptional Children** **Jefferson Plaza—Suite 900** **1411 South Jefferson Davis Highway** **Arlington, Virginia 22202**
Connecticut, Maine, Massachusetts, New Hampshire, Vermont, Rhode Island	**New England Materials-Instruction Center** **Boston University** **704 Commonwealth Avenue** **Boston, Massachusetts 02215**
Arizona, Nevada, California	**Instructional Materials Center for Special Education** **2120 West Eighth Street** **Los Angeles, California 90057**
Colorado, Montana, New Mexico, Utah, Wyoming	**Rocky Mountain Special Education Materials Center** **Colorado State College** **Greeley, Colorado 80631**
Alabama, Florida, South Carolina, Mississippi, Georgia, Virgin Islands, Puerto Rico	**Southeastern Materials Center** **University of South Florida** **Tampa, Florida 33620**
Illinois	**Instructional Materials Center for Handicapped Children and Youth (1)** **Educational Materials Center—Visually Handicapped (2)** **Office of Superintendent of Public Instruction** **1020 South Spring Street** **Springfield, Illinois 62706**
Iowa, Kansas, North Dakota, South Dakota, Missouri, Nebraska	**Special Education Instructional Materials Center** **University of Kansas** **1115 Louisiana** **Lawrence, Kansas 66044**

Region Served	*Title and Address*
Kentucky, North Carolina, Tennessee, West Virginia	University of Kentucky Regional Special Education Instructional Materials Center 641 South Limestone Street Lexington, Kentucky 40506
Indiana, Michigan, Ohio	USOE/MSU Instructional Materials Center for Handicapped Children and Youth 213 Erickson Hall Michigan State University East Lansing, Michigan 48823
New York State and Central New York Region	Special Education Instructional Materials Center New York State Department of Education 800 North Pearl Street Albany, New York 12204
Western New York	Special Education Instructional Materials Center State University College at Buffalo 1300 Elmwood Avenue Buffalo, New York 14222
Southeastern New York Region	Regional Special Educational Instructional Materials Center Hunter College, Box 563X 695 Park Avenue New York, New York 10021
Alaska, Hawaii, Idaho, Oregon, Washington	Northwest Regional Special Educational Instructional Materials Center Clinical Services Building Eugene, Oregon 97403
Arkansas, Louisiana, Oklahoma, Texas	Special Education Instructional Materials Center 304 West 15th Street Austin, Texas 78701
Delaware, New Jersey, Maryland, Virginia, Pennsylvania	Mid-Atlantic Region Special Education Instructional Materials Center George Washington University Washington, D.C. 20006
Minnesota, Wisconsin	Special Education Instructional Materials Center University of Wisconsin 415 West Gilman Street Madison, Wisconsin 53706

Appendix C

Curriculum Resources

A variety of curriculum guides which represent a diverse group of school systems has been compiled to aid the administrator in building a sound educational program for mentally retarded children. These resources will enable the reader to choose from a wide range of viable programs in existence.

To be most effective, however, the curriculum must evolve from within the school system since it must reflect the needs of the children and community it serves. An effective curriculum cannot be assumed from another school district simply because it worked for that system. However, the efforts of other systems should prove useful in eliminating much of the trial and error involved in any new venture.

There guides are provided in the interest of aiding school systems in the development of a systematic and integrated curriculum to best serve the children. Further information concerning curriculum development and program guides may be obtained from the Special Education Instructional Materials Centers provided in Appendix B.

Abilene Public Schools. *A curriculum guide, grades 1-12*. Abilene, Texas, 1960.

Abraham, W. *The slow learner*. New York: Center for Applied Research in Education, 1964.

Alton Public Schools. *A program for slow learners primary through senior high*. Alton, Illinois, 1960.

Anchorage Public Schools. *Curriculum guide for the education of the mentally handicapped*. Anchorage, Alaska, 1960.

Baltimore Public Schools. *Language arts, advanced special curriculum*. Baltimore, Maryland, 1966.

Baltimore Public Schools. *Elementary program for mentally retarded, 1964*. Baltimore, Maryland, 1964.

Best, H. *Public provision for the mentally retarded in the United States, 1880-*. New York: Heffernan Press, in conjunction with Crowell, 1965.

Bloom, B. *Compensatory education for cultural deprivation*. New York: Holt, Rinehart & Winston, 1965.

Boston Public Schools. *Course of study for special classes: Elementary level, document no. 8*, Boston, 1960.

Burgener, D. A. *A study in homemaking practices for exceptional children as taught in integrated classrooms in Illinois*. Normal, Ill.: State University, 1961.

California Department of Education. *Programs for the educable mentally retarded in California public schools*. Sacramento, Calif., 1965.

Cardinal Stritch College, Department of Special Education, *Science curriculum for the mentally handicapped*. Milwaukee, Wisconsin, 1964.

Cheyenne Chaplain Special School. *Language arts . . . for teachers of special education classes: An instructional guide in language arts for teachers of educable mentally retarded classes*. Cheyenne, Wyo., 1963.

Columbia University, Teachers College. *An experimental curriculum for young mentally retarded children*. New York: Teachers College Press, 1964.

Dallas Independent School District. *Curriculum guide for mentally retarded*. Dallas, 1967.

Featherstone, W. B. *The curriculum of the special class*. New York: Teachers College Press, 1932.

Fresno Public Schools. *Curriculum guide for primary and elementary educable mentally retarded classes*. Fresno, Calif., 1964.

Fry, E. *Teaching machines: An annotated bibliography*. Washington, D.C.: National Education Association. Department of Audio Visual Instruction, 1960.

Gesell, A. *The retarded child: How to help him, a handbook for teachers*. Bloomington, Indiana: Public Schools, 1925.

Goldstein, H. *The Illinois plan for special education of exceptional children: A curriculum guide for teachers of the educable mentally handicapped*. Urbana, Ill.: Office of Public Instruction & The Institute for Research on Exceptional Children, University of Illinois, 1958.

Hardin, R. L. *Problems concerned with the identification and diagnosis of educable mentally retarded children*. Normal, Ill.: Illinois State University, 1960.

Houston Independent School District. *Guide for educable mentally retarded, elementary level*. Houston, Texas, 1962.

Houston Independent School District. *Guide for educable mentally retarded, senior high*. Houston, Texas, 1966.

Houston Independent School District. *Science course of study, educable mentally retarded, junior high*. Houston, Texas, 1961.

Hunt, M., & Gibby, R. G. *The mentally retarded child: Development, education and guidance*. Boston: Allyn & Bacon, 1958.

Iowa Department of Public Instruction. *Program planning for educable mentally retarded children*. Dubuque, Iowa, 1959.

Iowa State College. *Communication skills for the primary class of educable mentally retarded: A curriculum guide, bulletin no. 29*. Dubuque, Iowa, 1965.

Jordon, T. E. *Perspectives in mental retardation*. Carbondale, Ill.: Southern Illinois University Press, 1966.

Kakatch, F. L. *A recommended program for mentally retarded in junior high school*. Normal, Ill., Illinois State University, 1960.

Kent Public Schools. *Curriculum guide for the slow learner, intermediate grades*. Kent, Ohio, n.d.

Keokuk Community School District. *Special education curriculum, Keokuk junior high school*. Keokuk, Iowa, 1965.

Long Beach Unified School District. *Guide for teachers of the mentally retarded*. Long Beach, Calif., 1959.

Long Beach Unified School District. *Guide for teachers of the severely mentally retarded*. Long Beach, Calif., 1961.

Los Angeles County Public Schools. *Educating the mentally handicapped: A search for potentialities*. Los Angeles, 1960.

Louisville Public Schools. *Work study program, educable mentally retarded, grades 10, 11, 12*. Louisville, Ky., 1967.

Louisville Public Schools. *Language arts for the educable mentally retarded, grades 7, 8, 9*. Louisville, Ky., 1966.

New York City Board of Education. *Speech for the retarded child: A teacher's handbook, series no. 21, 1964-65*. New York, 1965.

Orange County Public Schools. *Unit organization for teaching the educable mentally retarded*. Santa Ana, Calif., n.d.

Palo Alto Unified School District. *Basic guide for special training*. Palo Alto, Calif., 1962.

Raleigh Department of Public Instruction. *Curriculum guide, educable mentally retarded*. Raleigh, N.C., 1966.

St. Paul Public Schools. *Helps for teachers of slow learners: Regular and special classs, grades 7, 8, 9*. Bulletin no. 66. St. Paul, Minn. 1958.

San Diego County Board of Education. *Suggested activities for special training classes*. San Diego, Calif., 1962.

San Diego County Board of Education. *Books of high interest and low vocabulary, grades 1-8*. San Diego, Calif., 1962.

Santa Cruz County Schools. *Course of study and curriculum guide for teachers of the educable mentally retarded*. Santa Cruz, Calif., 1964.

Syracuse Public Schools. *Arithmetic concepts for primary mentally retarded, curriculum bulletin no. 51*. Syracuse, New York, 1960.

Syracuse Public Schools. *Units of the curriculum for primary retarded*. Syracuse, N.Y., 1963.

Syracuse Public Schools. *Units of the curriculum for junior high school retarded, bulletin no. 27*. Syracuse, N.Y., 1963.

Syracuse Public Schools. *Units of the curriculum for senior high school mentally retarded*. Syracuse, N.Y., 1964.

Appendix D

Resource Texts

The texts listed in this bibliography have been chosen because they have proved to be valuable in establishing special education programs for the mentally retarded. Each book represents a major text in an essential area of instruction, administration, or related programing. These texts would be very useful in the development of a professional library for persons working with mentally retarded children and youth.

The resources presented range from broad introductory discussions of mental retardation and its educational implications to more specific and indepth analyses of this extremely complex problem. The content varies from very basic and general discussions to highly technical treatment of all areas in retardation.

This list is by no means exhaustive. There are many fine texts being published constantly. The books listed here, however, do represent a sound nucleus upon which to build a strong professional library. The information included in the texts is essential in the understanding and decision making required of the special educator or administrator. Further listings may be obtained from the bibliographies provided in these resource texts.

Abraham, W. *The mentally retarded child and educational films.* Chicago: Coronet Films, 1966.

Baumeister, A. A., Jr. *Mental retardation: Appraisal, education, and rehabilitation.* Chicago: Aldine Publishers, 1967.

Baumgartner, B. B. *Guiding the retarded child.* New York: John Day, 1965.

Baumgartner, B. B., & Lynch, I. *Administering classes for the retarded.* New York: John Day, 1967.

Birenbaum, A., & Schwartz, A. *Recreation for the mentally retarded: A community program.* New York: Associated Education Service, Selected Academic Readings, 1967.

Blodgett, H., & Warfield, G. J. *Understanding mentally retarded children.* New York: Appleton Century Crofts, 1959.

Carlson, B., & Ginglend, D. R. *Play activities for the retarded child.* New York: Abingdon Press, 1961.

Chapman, F. M. *Recreation activities for the handicapped.* New York: Ronald Press, 1960.

Charney, L., & LaCrosse, E. *The teacher of the mentally retarded.* New York: John Day, 1965.

Cleugh, M. F. *Teaching the slow learner in the special school.* New York: Philosophical Library, 1961.

Connor, L. E. *Administration of special education programs.* New York: Columbia University, Bureau of Publications, 1961.

Cruickshank, W. M. *The teacher of the brain injured child: A discussion of the bases for competency.* Syracuse: Syracuse University Press, 1966.

Georgia Department of Education. *Development of a program for mentally retarded children in rural schools.* Augusta: Department of Education, 1959.

Erickson, M. J. *The mentally retarded child in the classroom.* New York: Macmillan, 1965.

Fouracre, M. H. *The effects of a preschool program upon young educable mentally retarded children.* New York: Teachers College Press, Columbia University, 1961.

Frankel, M. G., Happ, F. W., & Smith, M. P. *Functional teaching of the mentally retarded.* Springfield, Ill.: Charles C Thomas, 1966.

Gallagher, J. J. *The tutoring of brain-injured mentally retarded children.* Springfield, Ill.: Charles C Thomas, 1960.

Garton, M. D. *Teaching the educable mentally retarded: Practical methods.* (2nd ed.) Springfield, Ill.: Charles C Thomas, 1964.

Goldberg, I. I. *Selected bibliography of special education.* New York: Teachers College Press, Columbia University, 1967.

Haugen, T. J., & MacDonald, R. L. *Programmed instruction and the education of the slow learning child.* Van Nuys, Calif.: Media Educational Materials, 1968.

Heber, R., & Stevens, H. (Eds.) *Mental retardation: A review of the research.* Chicago: University of Chicago Press, 1964.

Hudson, M. *Exploration of classroom procedures for teaching trainable mentally retarded children.* Washington, D.C.: The Council for Exceptional Children, 1960.

Hunt, M., & Gibby, R. G. *The mentally retarded child: Development, education and guidance.* Boston: Allyn & Bacon, 1958.

Ingram, C. P. *Education of the slow-learning child.* New York: Ronald Press, 1960.

Johnson, G. O. *Education for the slow learner.* Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Jordan, T. E. *The mentally retarded.* Columbus, Ohio: Charles E. Merrill, 1966.

Kirk, S. A. *Educating the mentally handicapped in secondary schools.* Springfield, Ill.: Charles C Thomas, 1951.

Kirk, S. A. & Johnson, G. O. *Educating the retarded child.* Boston: Houghton-Mifflin, 1951.

Kolstoe, O. P., & Frey, R. M. *High school work-study program for mentally subnormal students.* Carbondale, Ill.: Southern Illinois University Press, 1965.

Levinson, A. *The mentally retarded child (rev. ed.).* New York: John Day, 1965.

Lewis, R. S., Strauss, A. A., & Lehtinen, L. *The other child, the brain-injured child.* New York: Grune & Stratton, 1960.

Lord, F. E., & Isenberg, R. M. (Eds.) *Programs in special education.* Washington, D.C.: The Council for Exceptional Children and the Department of Rural Education, 1964.

Mary Theodore (Sr.) *The challenge of the retarded child.* (2nd ed.). Milwaukee: The Bruce Publishing Company, 1963.

Meyen, E. L. *Planning community services for the mentally retarded.* Scranton, Pa.: International Textbook, 1967.

Phillips, I. *Prevention and treatment of mental retardation.* New York: Basic Books, 1966.

Robinson, H. B., & Robinson, N. M. *The mentally retarded child: A psychological approach.* New York: McGraw-Hill, 1965.

Rothstein, J. H. *Mental retardation: Readings and resources.* New York: Holt, Rinehart, & Winston, 1961.

Sarason, S. B., & John, D. *Psychological problems in mental deficiency.* (4th ed.) New York: Harper & Row, 1969.

Sniff, W. F. *A curriculum for the mentally retarded young adult.* Springfield, Ill.: Charles C Thomas, 1962.

Stahlecker, L. V. *Occupational information for the mentally retarded: Selected readings.* Springfield, Ill.: Charles C Thomas, 1967.

Appendix E

Educational Films

The following films may be utilized on a selective basis to inform and instruct parents, school personnel, and community members about mental retardation and special education. They may also be used to provide inservice training for regular classroom teachers and recruitment information for students interested in careers in the field of mental retardation. The films will be most effective if they are thoroughly reviewed and appropriately selected with regard to the proposed audience. Although each film is briefly described, the entire film should be viewed by the user to insure desired content.

Aids for Teaching the Mentally Retarded. Five phases, 39 minutes. Color. These films illustrate a functional teaching program in which five phases are employed and discussed in developmental sequence. Thorne Films, Inc., 1229 University Ave., Boulder, Colorado 80302.

Beyond the Shadows. 26 minutes. Color. A film story of mental retardation as a community problem and concern. Children's Bureau, US Department of Health, Education, & Welfare, Washington, D.C. 20201.

Development Center for Handicapped Minors. 28 minutes. Color. This film indicates methods of working with mentally handicapped youths. Development Center for Handicapped Minors, State Department of Education, 721 Capitol Mall, Sacramento, California 95814.

Educable Mentally Handicapped. 29 minutes. Black and white. Recommended for teachers in training, this film discusses the special learning, social, and emotional characteristics of educable mentally retarded children. Included in the film is a sequence of unit teaching which illustrates how the needs of each child may be met. NET Film Service, Audio-Visual Department, University of Indiana, Bloomington, Indiana.

Give Them a Chance. 12 minutes. Classroom activities for mentally retarded children ages 7-13 years chronologically (3-9 years functionally) are shown in this film. The film focuses on reading, arithmetic, art, music, and various class projects. Department of Mental Hygiene, 1500 Fifth St., Sacramento, California 95814.

Handle With Care. 27 minutes. This film depicts a fixed point of reference in a community and how it assists the retarded child and his family. US Department of Health, Education, & Welfare, Public Health Service Center, Communicable Disease Center, Atlanta, Georgia 30333.

Mental Retardation. 60 minutes. Color. This film deals with the most recent findings in the training, education, and habilitation of the moderately mild and borderline groups of mentally retarded children. Special education services and facilities, sheltered workshops, and adjustment services are featured. University of Wisconsin, P.O. Box 2093, 1327 University Ave., Madison, Wisconsin 53701.

Moderate Retardation in Young Children. 43 minutes. Black and white. This film is recommended for teachers in training and parents of retarded children. It highlights the individualized programs for educable mentally retarded children. Western Reserve University, Cleveland, Ohio.

Stress: Parents with a Handicapped Child. 30 minutes. Black and white. Five families speak freely about the problems of raising handicapped children. McGraw-Hill Films, 330 West 42nd St., New York, New York 10001.

Teaching the Mentally Retarded—A Positive Approach. 23 minutes. While illustrating a conditioning approach, this film discusses the problems and needs of individuals considered by society to be intellectually subnormal. National Medical Audio-Visual Center, Chamblee, Georgia 30005.

To Solve a Human Puzzle. 18 minutes. Black and white. This film explores the problem of mental retardation from the viewpoint of parents who tell their personal experiences with their retarded children. National Association for Retarded Children, 420 Lexington Ave., New York, New York 10017.

Tuesday's Child. 14 minutes. Color. This semidocumented film introduces people to the general problems of mental retardation as they occur in daily living. National Association for Retarded Children, 420 Lexington Ave., New York, New York 10017.

What Do I Do About Benny? 10 minutes. Color. This film tells the story of a mother's acceptance of her retarded child. It also shows how intelligence can be determined. Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, New York 10017.

Appendix F

Parent Resources

The following books represent a foundation library for use in counseling parents of mentally retarded children. Most of the books listed are written by persons who have counseled parents about the various problems of mental retardation. Several books are first hand accounts of parents who have raised mentally retarded children. The experiences of these parents should aid the counselor and parent in adjustment to the problem and the child's social and educational development.

Abraham, W. *Barbara: A prologue*. New York: Holt, Rinehart & Winston, 1958.

Anderson, C. M. *Jan, my brain-damaged daughter*. Portland: Durham Press, 1962.

Barsch, R. H. *The parent teacher partnership*. Washington, D.C.: The Council for Exceptional Children, 1969.

Buck, P. *The child who never grew*. New York: John Day, 1966.

Crane, C. *A girl like Tracy*. New York: David McKay, 1966.

Dittman, L. L. *The mentally retarded child at home: A manual for parents*. Children's Bureau, US Department of Health, Education, & Welfare. Washington, D.C.: USGPO, 1959.

Egg-Benes, M. *When a child is different*. New York: John Day, 1964.

Ehlers, W. H. *Mothers of retarded children: How they feel, where they find help*. Springfield: Charles C Thomas, 1966.

Farber, B. *Effects of a severely mentally retarded child on family integration*. Washington, D.C.: National Education Association, 1960.

Farber, B., Jenne, W., & Toigo, R. *Family crisis and the retarded child*. Washington, D.C.: National Education Association, 1960.

Farber, B., *Family organization and crisis: Maintenance of integration in families with a severely mentally retarded child*. Lafayette, Ind.: Society for Research in Child Development, 1960.

Frank, J. P. *My son's story*. New York: Alfred A. Knopf, Inc., 1951.

Hood, O. E. *Your child and mine: The brain-impaired child and his hopes*. New York: Harper & Row, 1957.

Kirk, S. A., Karnes, M.D., & Kirk, W. D. *You and your retarded child*. New York: The MacMillan Company, 1955.

Magee, C. F. *One of the family*. New York: David McKay, 1964.

McDonald, E. T. *Understand those feelings*. Pittsburgh: Stanwix House, Inc., 1962.

McDonald, R. L. *Guidance of parents of slow learning children*. Van Nuys, Calif.: Media Educational Materials, 1968.

Molloy, J. S. *Teaching the retarded child to talk: A guide for parents and teachers*. New York: John Day, 1961.

Murray, D. G. *This is Stevie's story*. Nashville: Abingdon Press, 1969.

Roberts, N. *David*. Richmond: John Knox Press, 1968.

Rogers, D. E. *Angel unaware*. Westwood, N.J.: Revell, 1953.

Rose, J. A. *Counseling parents of children with mental handicaps*. Langhorne, Pa.: The Woods School, 1958.

Ross, A. O. *The exceptional child in the family*. New York: Grune & Stratton, 1964.

Schonnell, F., Richardson, J., & McConnell, T. *The subnormal child at home*. London: MacMillan and Company, 1958.

Shultz, E. M. *They said Kathy was retarded*. Chicago: Moody Press, 1967.

Slaughter, S. S. *The mentally retarded child and his parents*. New York: Harper & Row, 1960.

Tizzard, J., & Grad, J. *The mentally handicapped and their families*. New York: Oxford University Press, Inc., 1961.

Appendix G

Suggested Equipment and Supplies

Capital Equipment

- Book ends
- Book shelves
- Bulletin boards
- Broom
- Cabinets or cupboards
- Chairs for reading and work table
- Desk for teacher
- Duplicating machine (if one is not available in school)
- Dust pan
- Filing cabinet
- Flag
- Mirror
- Paint easel
- Paper cutter
- Pencil sharpener
- Piano (if wanted by teacher)
- Phonograph
- Reading and work table
- Sand table
- Sink
- Stapler
- Tape recorder
- Typewriter (primary)
- Wastebasket

Arts and Crafts

- Alcohol
- Cement, rubber
- Chalk, colored
- Paper (colored and white construction, manila, finger paint)
- Paste
- Paint (tempera, poster, finger)
- Paint brushes
- Plastic clay
- Scissors (children's)
- Scissors (teacher's)
- Shellac
- Turpentine
- Wire
- Yarn

Instructional Aids

- Abacus
- Chalk, chalk board
- Chart paper
- Carbon paper
- Counting blocks
- Duplicating carbons
- Duplicating paper
- Envelopes, manila
- Erasers, chalk board
- First aid kit

Instructional Aids—Continued

Flannel board
Folders, manila
Newsprint
Paper clips
Paper, heavy brown wrapping (roll)
Paper fasteners
Paper, writing
Pencils, beginner's
Penmanship, wall cards
Peg boards and pegs
Pins (safety, stick)
Printing pen for teacher
Records
Rhythm band instruments
Rubber bands
Rulers
Scotch tape
Slotted reading chart
Sponge
Staples
Tag board
Thumbtacks
Wooden beads
Yardstick

Physical education

Basketball
Kindergarten rubber balls
Rubber playball (volleyball type)
Softball
Jumping ropes
*Volleyball
*Volleyball net

Toys

Cars
Dolls
Doll clothes
Doll buggy
Kitchen equipment, toy
Games (suitable for age group)
Large building blocks
Puzzles and form boards
Trucks
Water toys

Kitchen and Shop

*Canister set
*Cookie sheet
*Dishes
*Dish pan
*Double boiler
*Egg beater
*Kitchen table
*Iron
*Ironing board
*Measuring cup

Kitchen and Shop—Continued

*Mixing bowls
*Refrigerator
*Rolling pins
*Saucepans
*Sewing machine
*Silverware
*Sink
*Skillet
*Spatula
*Spoons, large mixing
*Bevel
*Bit
*Brace
*Chisels
*Clamps
*Files
*Hammers
*Lumber
*Nails
*Oil
*Paint
*Paint brushes
*Planes
*Pliers
*Putty
*Sandpaper
*Saws (coping, rip)
*Screws
*Try square
*Turpentine
*Vise
*Wooden mallet

*These items are recommended for intermediate classes.

Appendix H

The following sample forms cover some basic considerations in implementing a special education program. The content of each form can be modified or changed to meet individual circumstances. Some schools have developed one composite form which includes most of this information.

Parental Consent Form

(To be signed by parents indicating their willingness to have their child placed in the special class. A form of this type should only be used after one or more conferences have been held with the parents to discuss the reasons for recommending placement. *It should not be used as a substitute for a conference.*)

Date..

After having the program explained, we would like

... to receive the many
Name of child

advantages offered by placement in a special class for children with mental handicaps. We, therefore, give our consent to placing our child in this class.

...
Name of mother

...
Name of father

Form A

Referral Blank for Special Class Consideration

(To be completed by regular classroom teacher in referring children for evaluation and possible placement in a special class.)

Name of student .... Date..................
Year Month Day

Address.. Birth date..................
Year Month Day

Name of father..

Student's age....... School.. Grade.......

Reasons for referral (check those which are applicable)

...... Has repeated one or more grades
...... Cannot do work at present grade level
...... Has short attention span
...... Cannot work independently
...... Has difficulty in social relationships with other children

Other:..

Previous group intelligence tests

Date of test	Name of test	Form	CA	MA	Total	IQ	Verbal	Nonlanguage

Previous achievement tests

Date of test	Name of test	Form	Total	Grade placement	Reading	Arithmetic

Teacher's comments:

Has the child's possible slow-learning ability or mental retardation been discussed with the parents? Yes....... No....... When..................

..
Name of teacher

Form B

Family History

Date..........

Name of student.......................................Birth date..........
Last First Year Month Day

Address........................ City........................ State..........

Telephone........................Place of birth........................
City State

Name of father.......................................Birth date..........
Year Month Day

Address........................ City........................ State..........

Occupation of father.................. Name of employer..........

Business address.......................................

Educational level of father (circle highest grade completed):

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Name of mother.......................................Birth date..........
Year Month Day

Address........................ City........................ State..........

Occupation of mother.................. Name of employer..........

Business address.......................................

Educational level of mother (circle highest grade completed):

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

Marital status of parents: Married .... Separated........ Divorced ....

Names of other children in the family:

.... Birth date........................ Grade..........
Year Month Day

.... Birth date........................ Grade..........
Year Month Day

.... Birth date........................ Grade..........
Year Month Day

Language spoken in the home........................Religion..........

Name of church........................Name of clergyman..........

Addresses for last three places of residence:

From.............. to.............. ....
Date Address

....

....

Form C

Psychological Report Form

Date of evaluation..............................
Year Month Day

Name of student....................................**Birth date**...........................
Year Month Day

School.. **Present grade**............ **CA**...........

Previous psychological tests:		Previous achievement tests:	
Date	Test	Date	Test

Present tests or scales used (intelligence, personality, social maturity):

Quantitative evaluation:

Qualitative evaluation:

Additional observations:

Recommendations:

By...

Form D

Health History

(To be completed from information obtained from the parents and school's records.)

Name of student .... **Date** ....

Address .... **City** .... **State** ....

Birth date .... **School** ....

Name of family doctor .... **Address** ....

I. Immunization record

Disease	*Date of immunization*	*Disease*	*Date of immunization*
Smallpox		Whooping cough	
Diphtheria		Influenza	
Scarlet fever		Polio	
Tetanus		Other:	
Typhoid			

II. Vision-hearing

	Date of examination	*Test used*	*Test findings*	*Examiner*
Vision			R........L........	
Hearing			R........L........	

Recommendations:

III. Background information

A. Were there any unusual circumstances about the birth of the child? ....

B. At what age did the child

Sit up .... **Walk** .... **Begin to use words** .... **Speak in sentences** ....

Become toilet trained ....

C. When was the last time the child was seen by a medical doctor? .... **For what reason?** ....

D. Does the child have a yearly physical check-up? Yes........ No........

Name of doctor.............................. Address..........................

E. Has the child ever been hospitalized? If so, how long and for what reason? ....

....

F. Has the child ever had surgery? Yes........ No........ If yes, give reason and date..

G. List any other accidents and illnesses the child has had and their dates.

Illness	*Date*
....	....
....	....
....	....
....	....

H. Does the child have:

............Allergies
............Dizzy spells
............Headaches
............Asthma
............Hay fever
............Heart condition
............Sinus trouble
............Epileptic seizures

Any other conditions which would be important for the school to know about:

....

I. Is the child under any form of medication at the present time?

Yes............ No............ Reason..

J. Is the child to be restricted in any school activities because of health? Yes............ No............ Type of activities and reason

....

....